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ABSTRACT

In 1986, the New York City Public Schools adopted a cohort methodology for determining dropout and graduation rates. The Class of 1990 was the primary cohort studied in this report; it was the fifth cohort to be studied for at least 4 years using this methodology. Follow-ups are reported for three preceding classes. The 1990 cohort, who entered high school in 1986, contained 78,936 students. Their status was determined as of June 30, 1990, their graduation date, with each student having one of four possible outcomes at the end of four years: (1) graduation; (2) dropout; (3) discharged from the system; and (4) still enrolled. The same methods were used for follow-up studies of the classes of 1987, 1988, and 1989. The dropout rate in 1990 (19.2%) was the lowest of the five cohorts studied to date. The graduation rate (37.6%) showed a small decline (0.4%) below the 1989 figure. Concomitant with these figures was an increase of 2.4% in the number of students enrolled for a fifth year of high school, probably attributable to at-risk students who continued in school. If the slight downward trend in the dropout rate continues, meaningful decreases could occur as the holding power of schools gradually increases. Specific information is given for the status and academic achievement of the 1990 cohort; the status of the follow-up cohorts; preliminary expectations for the classes of 1991 and 1992; and comparisons across cohorts, with attention to the racial and ethnic backgrounds of the cohorts, students in special education, and dropout rates. Statistical data are presented in 33 tables and four graphs. Seven appendices provide supplemental information. (SLD)

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OREA Report

The Cohort Report:
Four-Year Results for the Class of 1990
and
Follow-Ups of the Classes of 1987, 1988, and 1989

and

The 1989-90 Annual Dropout Rate

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EXECUTIVE SUMMARY

The Cohort Report:
Four-Year Results for the Class of 1990
and
Follow-Ups of the Classes of 1987, 1988, and 1989

Introduction and Overview:

In 1986, the New York City Public Schools improved its systems of determining dropout and graduation rates by adopting a cohort methodology. In prior years, dropout rates were calculated using the annual survival rate method, which uses annual statistics to estimate four-year dropout rates. The cohort method, on the other hand, tracks students throughout their high school careers and provides an actual accounting of their school outcomes. In this way, the cohort method yields more accurate information about students' success in completing high school than the older method. A separate *Annual Dropout Report* and four-year estimates based on the annual survival rate were discontinued last year. Annual dropout rates without four-year estimates continue to be included in this report to satisfy New York State reporting requirements.

The Class of 1990 was the primary cohort studied in this report. The Class of 1990 is the fifth cohort to be studied for at least four years using the new methodology. The outcomes for these five cohorts provide an adequate database to begin to study emerging trends in the high school completion rates of New York City students.

Methods:

The cohort method assigns students to a particular class, based on their date of first-time entry in ninth grade. Students assigned to the Class of 1990 were in the ninth grade for the first time during the 1986-87 school year. The resulting cohort contained 78,936 students. The status of these students was determined as of June, 30, 1990, their expected graduation date. Each student had one of four possible outcomes at the end of four years: graduation, dropout, discharged from the system, and still-enrolled. The same methods were used to conduct follow-up studies of the Classes of 1987, 1988, and 1989, as well as preliminary studies for students in the Classes of 1991 and 1992.

Results:

Results for the Class of 1990 show that the dropout rate (19.2 percent) was the lowest four-year rate yet observed in the five cohorts studied, 1.7 percentage points lower than the four-year rate for the Class of 1989. The four-year graduation rate (37.6 percent), showed a small decline of 0.4 percentage points below that of the Class of 1989. Concomitant to the declines in dropout and graduation rates was an increase of 2.4 percentage points in students still enrolled for a fifth year of high school, also the highest among the five cohorts studied. Since the decline in the dropout rate was much higher than the decline in the graduation rate, the increase in the percentage of fifth year

students is most likely attributable to at-risk students continuing their education beyond four years of high school.

Follow-up studies also showed declines in respective dropout rates for recent cohorts in the fifth and sixth year of high school. The follow-up of the Class of 1989, showed the lowest five-year dropout rate of the four cohorts so far. This cohort also showed the largest percentage of students still-enrolled for the sixth year and the lowest five-year graduation rate. The follow-up of the Class of 1988 showed the lowest dropout rate of the three cohorts studied for six years. With 3.7 percent of its students still enrolled for a seventh year of high school, the Class of 1988 has the potential of attaining the best overall high school completion rate yet observed. Comparisons of the outcomes across the five Classes are found in Table 1 of this Summary.

The cohort studies continue to show that correlates to dropping out of school are: being overage for grade; lack of progress in school; low reading achievement on entry to high school; and high student mobility. Of particular note was the finding that failure to pass the State Regents Competency Test (RCT) in mathematics in the ninth grade, the first time they generally take the test, may be an indicator of a student seriously at-risk for dropping out.

Over the last four years of study, and across the three cohorts, the dropout rate has shown a slight downward trend. This trend, if it continues to be observed in future cohort studies, could result in meaningful decreases in the dropout rate. Taken as a whole, the results of the cohort studies indicate that while students are taking longer to complete their education, more are completing it. The implications of these findings are that the holding power of the schools may be gradually increasing. Future cohort studies will determine if these emerging trends continue.

A Closer Look at the Outcomes:

Dropouts:

- The four-year dropout rate for the Class of 1990 was 19.2 percent, a four-year rate that is the lowest yet observed. This finding implies that after four years of high school, slightly less than one-fifth of the entering class had dropped out. Preliminary dropout rates for the Classes of 1991 and 1992 indicate that this year's improvement may be sustained for the next two cohorts. (See Table 2 in this Summary.)

- In the sixth year of the Class of 1988, the dropout rate actually declined, a finding also observed for the Class of 1987 in its sixth year. This decrease was the result of previous dropouts obtaining general equivalency diplomas (G.E.D.s). This finding indicates that substantial numbers of students who have dropped out of the New York City public school system eventually complete their education.

- Hispanic students had a dropout rate approximately eight percentage points higher than the total dropout rate for all students in the Class of 1990. Black students had

a dropout rate approximately equal to the dropout rate for the total Class of 1990. White and Asian students had dropout rates that were 4.0 and 2.8 percentage points, respectively, lower than the dropout rate for the total Class of 1990. (See Table 3 in this Summary.)

- By the time they dropped out, approximately three-fourths of the dropouts were overage for grade, and almost 60 percent were found to be in ninth or tenth grade. Further, the majority of these students, after three or four years in high school, had passed fewer than 10 courses of the approximately 40 courses required for graduation. Moreover, less than 40 percent of the dropouts had ninth grade reading scores at or above the 50th percentile (i.e., grade level). Finally, less than 30 percent of the dropouts had met the mathematics requirements for graduation from high school, indicating that failure to pass the Regents Competency Test (RCT) in Mathematics in the ninth grade may be an important indicator of a student who is at-risk for becoming a dropout.

- Final outcomes for the Class of 1987, the second cohort studied to completion, showed an overall dropout rate of 29.4 percent, 1.1 percentage points higher than the Class of 1986.

Graduates:

- Only 37.6 percent of the Class of 1990 had graduated by June 30, 1990 after four years of high school. This is slightly lower than the four-year graduate rate for the Class of 1989, and the lowest four-year rate for any cohort yet studied.

- Over 90 percent of the graduates received a high school diploma, the highest four-year percentage observed so far. The vast majority of the remaining graduates received a G.E.D. However, G.E.D. recipients accounted for less than 10 percent of all graduates, a decrease over the percentage of graduates (12.6 percent) that obtained a G.E.D. in the Class of 1989.

- Over two-thirds of the graduates were the expected age at the time they graduated, and over 80 percent of the graduates graduated from the first school they attended. Further, almost three-fourths of the graduates had reading scores that were above the 50th percentile (i.e., grade level) and over 90 percent passed the mathematics requirements for graduation. These findings are almost directly opposite to the findings obtained for students who subsequently became dropouts.

- The follow-up studies of the Classes of 1987, 1988, and 1989 indicate that while the graduation rate of each cohort continues to increase beyond four years of high school, the percentage of those graduates receiving a G.E.D. also increases.

- The follow-up study of the Class of 1987 indicated that a substantial proportion (85.7 percent) of the new graduates during the 1989-90 school year were students who had previously been dropouts.

- The **final** graduation rate for the Class of 1987 is 56.9 percent, about the same as that for the Class of 1986.

Students Still Enrolled:

- At the end of the fourth year of high school, 27.8 percent of students in the Class of 1990 were still enrolled in high school, the highest rate yet observed.

- A third of the almost 22,000 still-enrolled students were found to be in either eleventh or twelfth grade **and** absent for 10 or fewer days during the spring, 1990 semester. These are the students who are in the best position to graduate. These findings are similar to those observed for the Class of 1989.

- After five years of high school, 18.3 percent of the Class of 1989 was still enrolled in high school, the highest rate observed for any fifth-year cohort and more than twice the rate for the one-year follow-up of the Class of 1988.

The Special Education Cohorts:

- The majority of students (over 55 percent) in the Special Education Class of 1990 (which included only students in self-contained special education classes, not resource room) were still enrolled in school as of June, 1990 after four years of high school. Similar findings were reported for the Special Education Classes of 1986, 1987, 1988, and 1989. Special education students, however, are more likely to stay in school until they are 21 years old because of their specific rights, mandates, and program goals.

- 22.9 percent of the Special Education Class of 1990 had dropped out of school by June, 1990, a rate comparable to that of the Special Education Classes of 1988 and 1989 and lower than that of Special Education Class of 1987. In the follow-up studies, the dropout rate rose to just under 40 percent in the seventh year for students in the Special Education Class of 1987.

- Only 3.6 percent of the Special Education Class of 1990 completed school by June, 1990. Previous follow-up studies have shown that the graduation rates for the Special Education Classes do not exceed 10 percent until the sixth year, but the follow-up of the Special Education Class of 1989 showed a five-year graduation rate of 12.9 percent. After seven years, when the Class of 1987 students were aging out of the school system, only one-fourth had graduated.

- The follow-up studies of the Classes of 1987, 1988, and 1989 indicate that a substantial portion of the special education population is staying in school through age 21, equivalent to seven years in high school. Follow-up studies of the other special education classes indicate that in succeeding years, the results will not be markedly different.

The 1989-90 Annual Dropout Rate:

- The 1989-90 annual dropout rates are **lower** for both the high school rate and the system-wide rate. After showing slight increases in each of the past two years, the 1989-90 high school dropout rate shows a decline from 8.06 percent to 6.64 percent. (See Figure 1 in this Summary.) The 1989-90 system-wide dropout rate shows a decline from 8.66 percent to 7.75 percent. Decreases were observed in the number of dropouts, across all dropout categories.

- Last year's finding that large numbers of students were dropping out of retrieval programs in the same school year in which they transferred from their day high school was reversed this year, returning to a level comparable to that seen prior to the 1988-89 school year.

TABLE 1

Cohort Study Results for the Classes of 1986, 1987, 1988, 1989, and 1990 (as of June, 1990)

Class/Status	Years of High School				Final
	4	5	6	7	
Class of 1986 (N = 71,484)					
Dropouts	21.8%	26.4%	27.3%	26.2%	28.3%
Graduates	41.0	45.6	54.1	57.3	57.3
Discharged	12.3	12.7	13.1	14.4	14.4
Still Enrolled*	24.9	15.3	5.5	2.1	----
Class of 1987 (N = 81,847)					
Dropouts	22.4%	28.4%	27.7%	27.0%	29.4%
Graduates	39.2	46.6	55.5	56.9	56.9
Discharged	11.6	12.4	13.5	13.7	13.7
Still Enrolled*	26.8	12.5	3.3	2.4	----
Class of 1988 (N = 82,935)					
Dropouts	20.8%	25.1%	24.8%		
Graduates	40.1	52.5	56.5		
Discharged	13.8	14.8	15.0		
Still Enrolled*	25.3	7.5	3.7		
Class of 1989 (N = 85,375)					
Dropouts	20.9%	23.3%			
Graduates	38.0	42.3			
Discharged	15.7	16.1			
Still Enrolled*	25.4	18.3			
Class of 1990 (N = 78,936)					
Dropouts	19.2%				
Graduates	37.6				
Discharged	15.3				
Still Enrolled*	27.8				

* Includes students with unknown status.

Note: Results for the Class of 1986 are as of June, 1989.

TABLE 2

Cumulative Dropout Rates for the Classes of 1986, 1987, 1988, 1989, 1990, 1991, and 1992, by Year of Study

Year of Cohort	*Percent of Dropouts for:* Class of 1986 (N=71,484)	Class of 1987 (N=81,847)	Class of 1988 (N=82,935)	Class of 1989 (N=85,375)	Class of 1990 (N=78,936)	Class of 1991 (N=69,966)	Class of 1992 (N=67,528)
First	1.3	1.7	1.5	1.3	1.1	1.1	0.9
Second	6.0	7.0	5.6	5.9	5.0	4.1	4.6
Third	13.2	14.2	12.3	13.0	11.1	11.2	
Fourth	22.0	22.4	20.8	20.9	19.2		
Fifth	26.4	28.4	25.1	23.2			
Sixth	27.3	27.7	24.8				
Seventh	26.2	27.0					
Final	28.3	29.4					
TOTAL*	28.3	29.4	24.8	23.2	19.2	11.2	4.6

* Total dropout rate, as of June, 1990, except for the Class of 1986, which is the total dropout rate, as of June, 1989.

TABLE 3

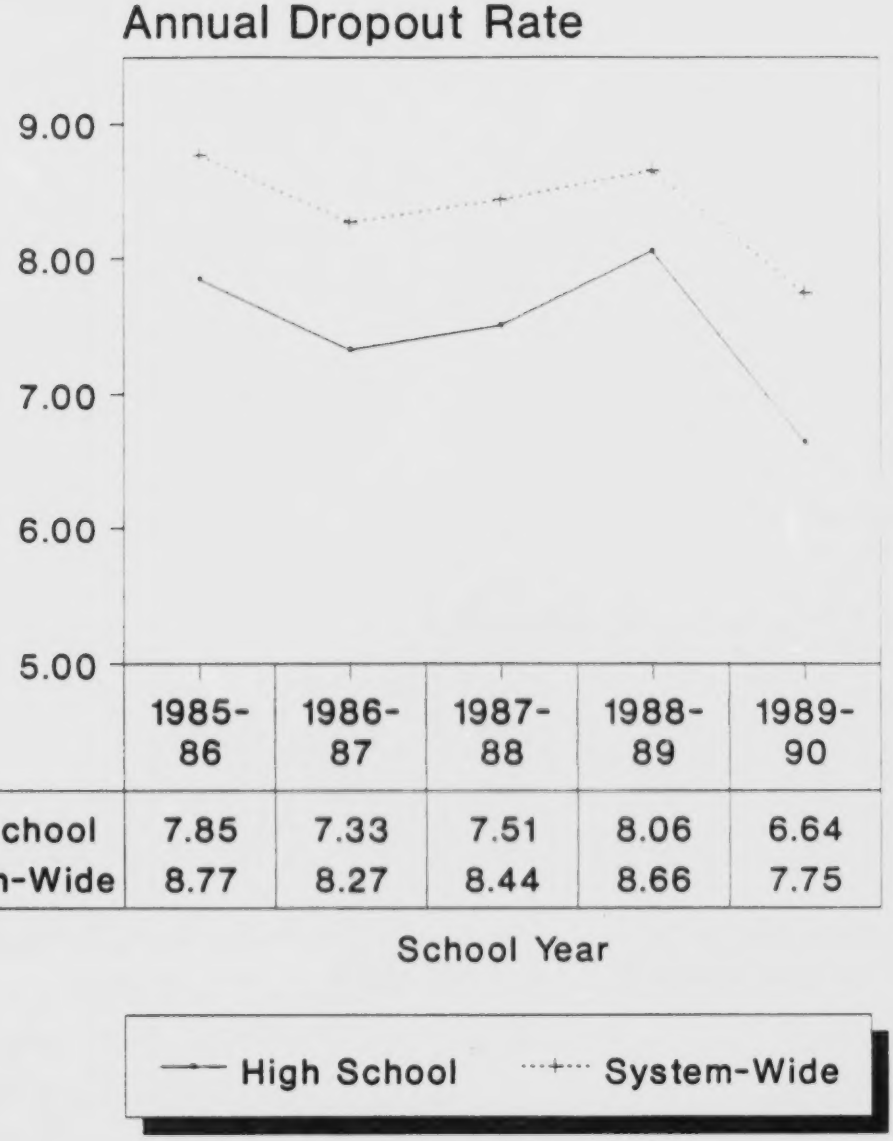
Four-Year Cohort Dropout Rate for Ethnic/Racial Populations, the Class of 1990

Ethnic/Racial Background	*Dropout Rate*
American Indian/ Alaskan Native	27.0%
Asian/Pacific Islander	16.4%
Hispanic	27.2%
Black (Non-Hispanic)	20.7%
White (Non-Hispanic)	15.2%
Total	19.2%

Note: Dropout rates are estimates based on data derived from the 1986-87 *Annual Pupil Ethnic Census* for students in the ninth grade.

Figure 1

Trend in Annual Dropout Rates, 1985-86 to 1989-90



	1985-86	1986-87	1987-88	1988-89	1989-90
High School	7.85	7.33	7.51	8.06	6.64
System-Wide	8.77	8.27	8.44	8.66	7.75

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I. INTRODUCTION

In 1986, the New York City Public Schools improved its systems of determining dropout and graduation rates by adopting a cohort methodology. In prior years, dropout rates were calculated using the annual survival rate method, which uses annual statistics to estimate four-year dropout rates. The cohort method, on the other hand, tracks students throughout their high school careers and provides an actual accounting of their school outcomes. In this way, the cohort method yields more accurate information about students' success in completing high school than the older method. A separate *Annual Dropout Report* and four-year estimates based on the annual survival rate were discontinued last year. Annual dropout rates without four-year estimates continue to be included in this report to satisfy New York State reporting requirements.

The Class of 1990 was the primary cohort studied in this report. The Class of 1990 is the fifth cohort to be studied for at least four years using the new methodology. This report also presents findings from follow-up studies for the Classes of 1987, 1988, and 1989 in their seventh, sixth, and fifth years of high school, respectively. The outcomes for the five cohorts provide an adequate database to begin to study emerging trends in the high school completion rates of New York City students.

AN OVERVIEW OF THIS REPORT

The first part of this report focuses on the outcomes for the Class of 1990; that is, those students who would have completed four years of high school in June, 1990. Chapter II of this report defines the cohort and discusses the methods of analysis. (Appendix A provides specific information about the methods used to construct the cohort.) Chapter III presents the outcomes for the Class of 1990. In addition to presenting detailed results on each of the outcomes and analyses of those outcomes, this chapter analyzes the effects of key descriptive variables including: student mobility;

performance on the citywide standardized reading test; and progress towards graduation, in terms of courses and examinations passed.

Chapter IV presents the follow-up results for the Classes of 1987, 1988, and 1989. Such follow-up studies are necessary, since a major finding for all three Classes was that approximately one-fourth of the students were still enrolled in high school on the date of their expected graduation, with many continuing for a sixth and even seventh year of high school. All cohorts are studied for seven years, tracking students through age 21. Chapter V presents preliminary findings for the Classes of 1991 and 1992. Chapter VI explores trends in the dropout and graduation rates, providing comparisons across the seven cohorts (including data from the Class of 1986). Chapter VII provides information on the ethnic/racial background of dropouts from the Class of 1990.

Chapter VIII analyzes outcomes for students in self-contained special education classes. It presents results for the Special Education Class of 1990 and preliminary results for the Special Education Classes of 1991 and 1992. In addition, follow-up results for the Special Education Classes of 1987, 1988, and 1989 are presented.

Chapter IX provides information on the annual dropout rates for the 1989-90 school year using the annual survival rate method. This information, which until last year had been presented in a separate report, includes the annual total high school and system-wide rates, as well as a description of the methods used to calculate those numbers. Appendix G provides the annual dropout rates, dating back to 1982-83, for each high school in the New York City public school system.

Finally, Chapter X presents conclusions from both the cohort analysis and annual survival rate analysis, placing the results in context and providing observations about the characteristics of students in each of the identified outcomes. Potential trends in school completion rates are also discussed.

II. THE COHORT METHODOLOGY

DEFINING THE COHORTS

General education students were assigned to the Class of 1990 cohort based on the year in which they entered grades 9 through 12. The large majority (almost 90 percent) of the students in the Class of 1990 entered the cohort as first-time ninth-graders during the 1986-87 school year. The remainder of the students transferred into the New York City public school system and joined the cohort as tenth graders in 1987-88, as eleventh graders in 1988-89, or as twelfth graders in 1989-90. All of these students would have completed the traditional four-year high school sequence by June, 1990.

Parallel criteria were used to define the Classes of 1991 and 1992. The vast majority of these students entered their cohorts as ninth graders in 1987-88 and 1988-89, respectively. The remaining students transferred into the school system in subsequent years.

Since self-contained special education classes are ungraded, age, rather than grade placement, was used to define membership in the Special Education Class of 1990. Students in special schools or self-contained special education classes during the 1986-87 school year and who were born in 1972 comprised the Special Education Class of 1990. Students assigned to resource rooms were included in the general education cohorts. Similar procedures were used to define the Special Education Classes of 1991 and 1992. Due to the continuous updating of the central data files, the number of students reported for the Special Education Classes of 1990 and 1991 in this year are slightly different from those reported in the previous cohort report. (See Appendix A for details.)

DEFINITION OF OUTCOMES

An important objective of this and previous cohort studies is to determine the number and percent of students graduating and dropping out of the New York City public schools. Even more importantly, these studies have determined the status of the entire class at the time the students were expected to graduate. To this end, each student is assigned to one of five possible categories based on the student's individual status as of June 30, 1990:

- *Dropouts*: students who have been discharged from the school system and who left without enrolling in some other educational program that leads either to a high school diploma or prepares the student for the Test of General Educational Development leading to a general equivalency diploma (G.E.D.). This is the definition employed by the State Education Department in calculating the dropout rates and it is also employed in calculating the annual dropout rate. (See Chapter IX.)

- *Graduates and Other School Completers*: students who have received either a high school diploma, G.E.D., or special education certificate.

- *Transfers or Students Leaving the School System*: students who left the system to enroll in another educational program. This includes students who entered local private or parochial schools, left New York City altogether, or entered a non-Board of Education G.E.D. preparation program. Students who age-out of the school system and students who died prior to completing high school are also counted in this category.

- *Students Still Enrolled in the School System*: students who were still on register as of June 30, 1990.

- *Unknown Status*: students whose admissions and/or discharges have not been recorded due to either errors or delays in data reporting or entry. The status of these students will be updated in future reports.

THE DATA BASE

The data regarding students' educational status that form the basis for this report are derived from the computerized records compiled and maintained by the Office of Educational Data Services (O.E.D.S.). O.E.D.S. maintains information on each student

in the New York City school system in a database known as the Biofile. Since student records are **never** deleted, even after students leave the school system, the Biofile contains a complete and permanent history of each student's participation in the school system.

Since the Biofile and its related subsystems (including attendance records) have only been in existence since the 1981-82 school year, there is no systematic information on students prior to that date. As noted in previous reports, this fact influenced the definitions used to construct the cohorts. If a longer historical record were available, for example, the Class of 1990 could have been defined as students entering first grade in 1978-79 or even kindergarten in 1977-78. As longer historical records become available for each student in the school system, the possibility of defining cohort membership based on first-time entry into an earlier grade (e.g., seventh grade) increases.

III. THE CLASS OF 1990

OVERVIEW OF THE CLASS OF 1990

The Class of 1990 included 78,936 general education students, of whom 89.6 percent entered the cohort as ninth graders during the 1986-87 school year. (See Table 1.) Slightly more than half (50.6 percent) of the students were their expected age (18 years old) as of June, 1990. However, approximately 45 percent of the students were over 18 years of age and, because of the way the cohort is defined, also overage for grade

TABLE 1

Grade and Year of Entry into the Class of 1990

Grade and Year of Entry	*N*	*Percent*
9th Grade, 1986-87	70,699	89.6
10th Grade, 1987-88	4,944	6.2
11th Grade, 1988-89	2,803	3.6
12th Grade, 1989-90	490	0.6
Total	78,936	100.0

when they entered the cohort. (See Table 2.) Finally, the Class of 1990 was almost evenly divided between males (50.4 percent) and females (49.6 percent).

TABLE 2

Age Distribution of the Class of 1990
(N = 78,936)

Age, as of June 30, 1990	*Percent*
15 years or below	0.1
16 years	0.5
17 years	4.1
18 years	50.6
19 years	28.2
20 years	12.0
21 years or older	4.5
Total	100.0

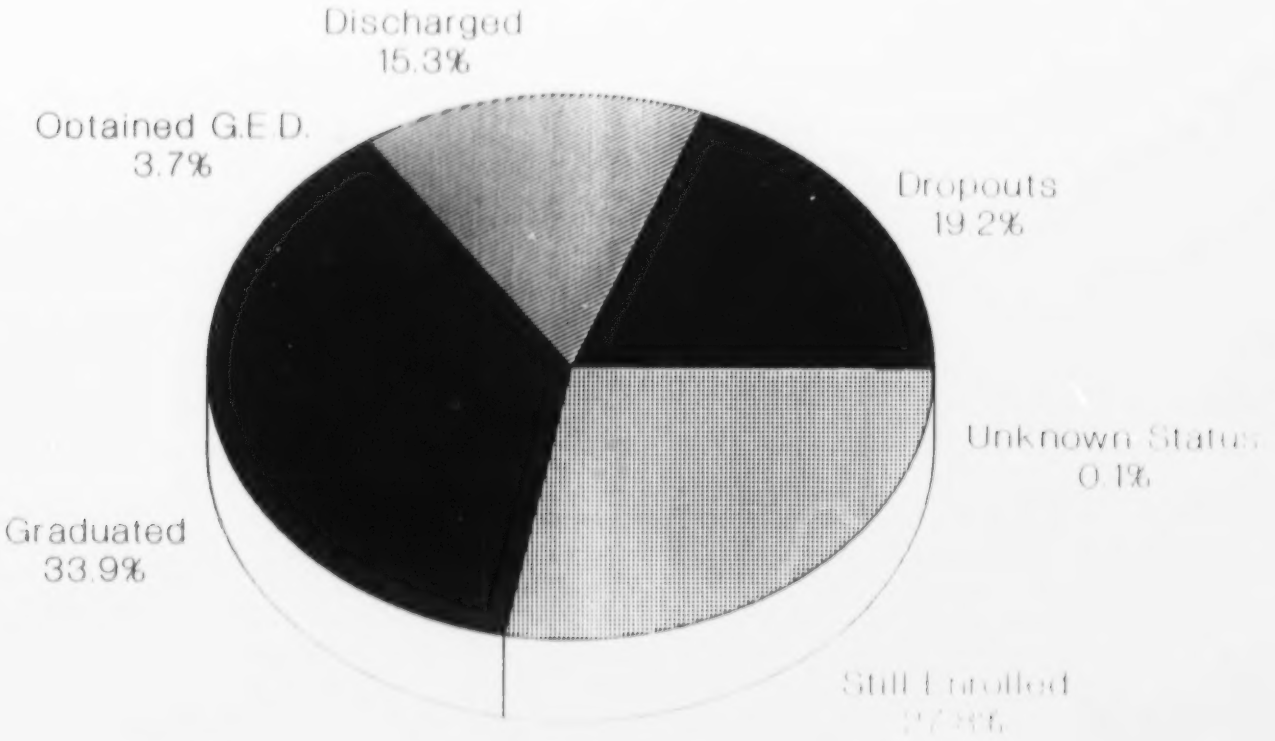
MAJOR FINDINGS

Figure 1 depicts the overall findings for the Class of 1990 at the end of the 1989-90 school year. The major findings are:

- 19.2 percent of the Class of 1990 had dropped out of school;
- 37.6 percent of the students had graduated (33.9 percent) or received a G.E.D. (3.7 percent);
- 15.3 percent of the students had been discharged from the school system, either to local private or parochial schools or to schools outside of New York City (a very small proportion were deceased);
- 27.8 percent of the Class of 1990 was still enrolled in high school as of June 30, 1990; and

Figure 1

Status of the Class of 1990
As of June 30, 1990



(Number of Students = 78,936)

- 0.1 percent of the students were of unknown status, either because of data entry errors or because no official admission/discharge transactions had been recorded for them.

These findings indicate that the Class of 1990 has the lowest four-year dropout rate of any Class yet studied. The graduation rate is slightly lower than that observed for the Class of 1988, and the percent of students still-enrolled is the highest four-year rate yet observed.

Table 3 presents the status of the Class of 1990 by year of the study. While a small number of students graduated prior to June, 1990, the overwhelming majority of graduating students who completed their high school education did so during the 1989-90 school year. According to their Biofile records, a slight majority of those students successfully completing their education before 1989-90 obtained a G.E.D. Overall, 3.7 percent of the Class of 1990 received G.E.D.s, a decrease of one percentage point from the four-year rate for the Class of 1989. The number of dropouts increased during each of the four years of the study.

A CLOSER LOOK AT THE OUTCOMES

Dropouts

Students who dropped out within the first four years of high school were much more likely to be overage for grade when they enetered the cohort than either those who graduated or remained enrolled. (See Figure 2.) Almost three-fourths of the dropouts in the Class of 1990 were overage for their grade (i.e., 19 years old or older in June, 1990). As observed in other studies, students who are overage are at greater risk of dropping out of school. In addition to being overage, the results indicate that a majority of the dropouts (54.1 percent) were males.

Figure 2

Age for Grade by Outcome Group for the Class of 1990

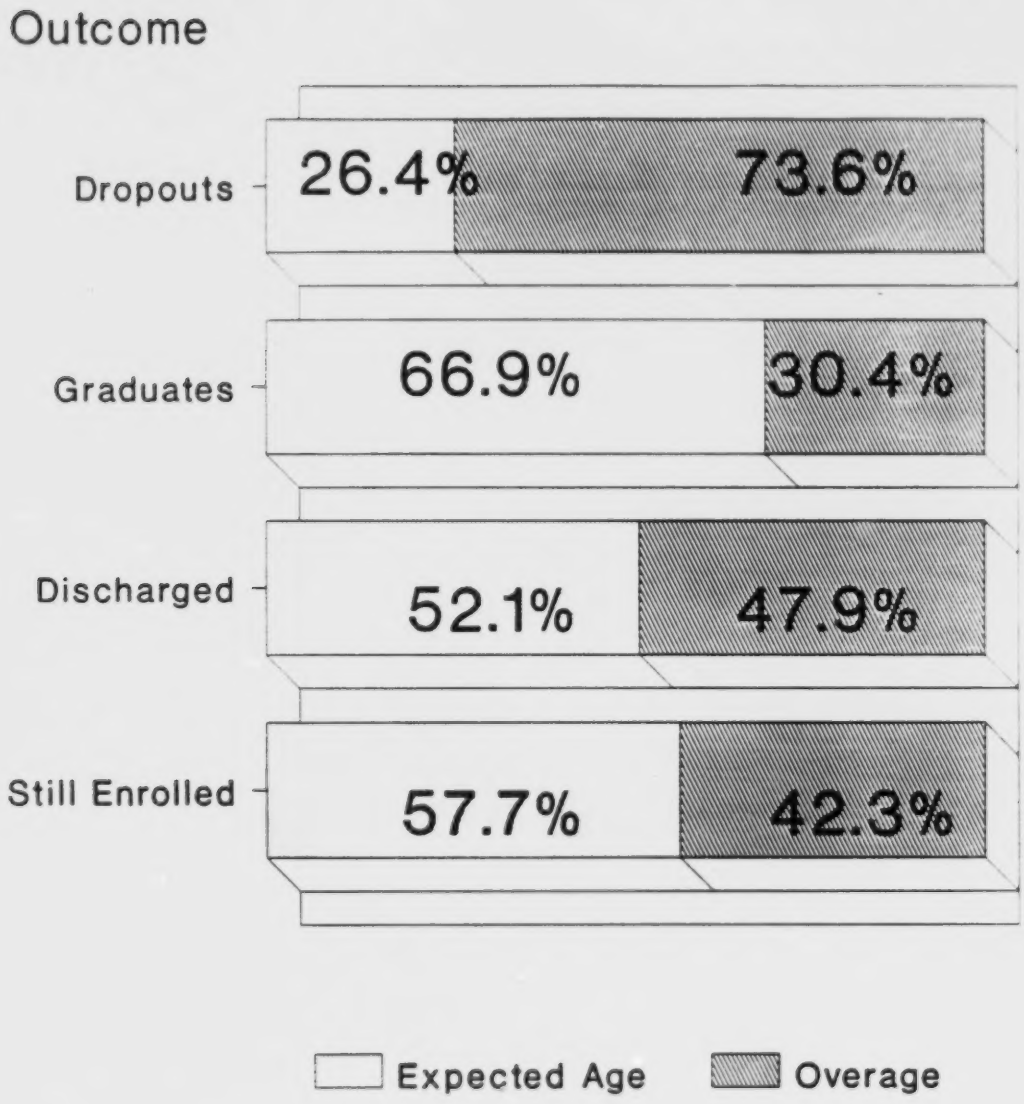


TABLE 3

Class of 1990
Status by Year

Status	Year 1986-87	1987-88	1988-89	1989-90	Four-Year Total	
Dropouts	905	3,061	4,796	6,396	15,158	(19.2%)
--G.E.D. Receipients	29	292	951	1,671	2,943	(3.7%)
--Graduates and Other School Completers	27	123	1,037	25,514	26,701	(33.9%)
Total Graduates and G.E.D. Recipients	56	415	1,988	27,185	29,644	(37.6%)
Transfers Out, Other Discharges	2,488	3,658	3,539	2,398	12,083	(15.3%)
Students Still Enrolled as of June 30, 1989	----	----	----	21,960	21,960	(27.8%)
Students With Unknown Status	----	----	----	91	91	(0.1%)
Total	3,449	7,134	10,323	58,030	78,936	(100.0%)

Table 4 indicates the grade at which students dropped out of school. Almost 60 percent of the students dropped out while they were still identfied as ninth or tenth graders. Thus, although the majority of dropouts attended high school for three or four years, few earned sufficient credits for promotion beyond the ninth or tenth grade. An

additional 18.8 percent became dropouts after entering an ungraded in-school G.E.D. program. This is the first time that this grade category is being used so comparisons to previous cohorts are not possible.

TABLE 4

Class of 1990
Grade of Students Dropping Out
(N = 15,158)

Grade at Dropout	*Percent*
Ninth Grade	28.5
Tenth Grade	28.3
Eleventh Grade	17.6
Twelfth Grade	2.4
In-School G.E.D. Program	18.8
Special Education	3.9
Missing Data	0.5
Total	100.0

OREA examined the reported reasons for students dropping out of school. Explanations, found in Table 5, were available for less than 15 percent of the dropouts. Over 85 percent of the students fell into the categories of "Not Found" or "Other--Over 17, Not Included in Any Other Category." As observed in previous reports, virtually no information is available to assist in explaining why these students leave school; the

TABLE 5

Class of 1990
Reasons for Students Dropping Out
(N = 15,158)

Reason for Dropping Out	*Percent*
Obtained Employment Certificate	2.8
Admitted to Business or Trade School	1.7
Not Found	5.8
Enrolled in Auxiliary Services for the High Schools*	4.8
Enrolled in an Outreach Center*	2.1
Enrolled in a New York City Public Evening High School to Continue Work toward a High School Diploma*	1.2
Enrolled in Job Corps or Other Similar Vocational Training Program	2.0
Entered Military Service	0.2
Other--Over 17, Not Included in Any Categories Above	79.4
Total	100.0

* Without confirmed admission to this program.

majority of students stop attending school without identifying other plans. Comparisons of dropout rates across Classes are found in Chapter VI, and information on the ethnic/racial background of dropouts is found in Chapter VII of this report.

School Completers

Only 37.6 percent of the students in the Class of 1990 completed their high school education by June 30, 1990, slightly lower than the four-year graduation rate observed for the Class of 1989. Although the cohort is evenly divided by gender, females accounted for about 10 percentage points more of the graduates than did males (55.4 percent compared to 44.6 percent, respectively). Unlike the dropouts, only about 30 percent of the graduates were overage (i.e., over 18 years old) at the time they graduated.

TABLE 6

Class of 1990
Diplomas Received by June 30, 1990

Diploma Granted	*Percent of:* Class of 1990 Graduates (N = 29,446)	Full Class of 1990 (N = 78,936)
High School Diploma	89.2	33.6
Special Education (including I.E.P.*)	0.9	0.3
G.E.D.	9.9	3.7
TOTAL	100.0	37.6

* I.E.P.--Individual Educational Plan

While the overwhelming majority of graduates completed their high school education during the 1989-90 school year, not all graduates earned a high school diploma. As Table 6 indicates, slightly less than 10 percent of the graduates (3.7 percent of the cohort) obtained a G.E.D., a decrease over the percentage of graduates (12.6 percent) that

obtained a G.E.D. in the Class of 1989. Only 12.7 percent of all graduates receiving a G.E.D. obtained the G.E.D. from an in-school G.E.D. program. Further, as noted previously, of the small number of students graduating prior to the 1989-90 school year slightly more than half (51.7 percent) did so by obtaining a G.E.D. Less than one percent of the graduates from the general education cohort received special education diplomas. These students were initially general education students who were subsequently placed in special education programs.

Transfers Out and Student Discharges

Students are discharged from the New York City Public School System for a variety of reasons that do not meet the New York State's definition of dropping out. A total of 15.3 percent (slightly more than 12,000 students) of the Class of 1990 transferred out of the system or were discharged before their expected graduation date. As shown in Table 7, "Removal from New York City" is, by far, the largest category, representing 71.7 percent of total non-dropout discharges. This category is used when a school outside of New York City confirms a student's transfer. An additional 9.2 percent of the discharged students transferred to parochial or private schools within New York City.

Students Who Remain Enrolled

Studies of previous cohorts found that approximately one-fourth of the students were still enrolled in school after their expected graduation date, essentially for a fifth year of high school. Since traditionally the educational curriculum and programs are based on the notion that high school is a four-year process, this finding continues to have major implications for the administration of the New York City school system.

The findings for the Class of 1990 show a substantial increase in the percent of students still enrolled in high school after four years, from 25.7 percent for the Class of

TABLE 7

Class of 1990
Reasons for Student Transfer
and Other Non-Dropout Discharges
(N = 12,083)

Reason for Discharge or Transfer	*Percent*
Admitted to Parochial School	5.8
Admitted to Private School	3.4
Private Instruction at Home (Non-Board of Education)	0.2
In Institution (Non-Board of Education)	1.7
Removal from New York City*	71.7
Deceased	0.9
Home Instruction (Board of Education)	0.1
Over 21 Years Old	0.8
Enrolled in a Full-Time High School Equivalency Program Other than in Auxiliary Services or Outreach Centers**	11.8
Expelled from School	0.2
Administrative Discharge***	3.4
Total	100.0

* Confirmed admission to another school outside N. Y. C.
** Confirmed admission to program.
*** Discharges made by the Office of Educational Data Services.

1988 to 27.8 percent for the Class of 1990. As for previous cohorts, the majority of these students (over 65 percent) were on register either eleventh or twelfth graders. (See Table

8.) These students are in a relatively good position to complete their education within the next year; in fact, some small proportion already graduated in August, 1990. The approximately 20 percent of the still-enrolled students who were in ninth or tenth grade (according to their Biofile grade code), however, are at far greater risk for becoming dropouts.

To further assess the progress of still-enrolled students toward graduation, OREA examined attendance records for the spring, 1990 term. The results, also found in Table 8, indicate that 40.4 percent of the students were absent fewer than 11 days during the spring, 1990 term. Further, over one-third of the still-enrolled students were eleventh or twelfth graders who were absent for fewer than 11 days during the spring, 1990 term. These students are likely to complete school successfully. OREA will follow-up on these students in future reports to determine their final status.

Students of Unknown Status

The status of 91 students, less than one-tenth of a percent, was unknown and could not be determined from the extant data. OREA will include these students in future follow-up studies to determine if their status can be resolved.

School-Level Analyses for the Class of 1990

In addition to the citywide outcomes for the Class of 1990, this report presents outcomes for each high school, individually. Results for all high schools, including retrieval programs, are provided. These results are found in Appendix B.

TABLE 8

Class of 1990
Spring 1990 Attendance of Students
Still Enrolled in the New York City School System
on June 30, 1990

(N = 21,960)

	Number of Days Absent					
Grade	*0 to 10 Days*	*11 to 20 Days*	*21 to 30 Days*	*over 30 Days*	*No Record*	*Total*
9	0.3%	0.2%	0.2%	0.7%	6.3%	7.7%
10	2.0	1.5	1.0	2.6	5.8	12.9
11	11.8	6.1	3.3	4.8	2.2	28.2
12	24.2	8.8	3.4	2.6	0.6	39.6
In-School G.E.D.	1.0	0.9	1.1	2.3	1.6	6.9
Special Education	1.0	0.4	0.3	0.6	1.5	3.8
Grade Unknown	0.1	0.0*	0.0*	0.0*	0.8	0.9
Total	40.4	17.9	9.3	13.6	18.8	100.0%

* Values are less than 0.1 percent.

To explore the factors underlying high school completion, the relationships between academic achievement and school outcomes were analyzed. A number of measures of academic achievement were used, including standardized reading test scores, performance on competency tests required for graduation, and the number of courses passed. Student mobility was an additional factor that was analyzed. The findings of these analyses are discussed below.

Reading Achievement

OREA examined the performance of the members of the Class of 1990 on the Degrees of Reading Power Test (D.R.P.), the citywide standardized reading test. Slightly more than half of the cohort had D.R.P. scores for grade 9 in their files. There are a number of reasons for missing data. Students who entered the Class of 1990 past grade 9 could not have a test score. Other students were exempt from the D.R.P. because they were recent immigrants with limited English proficiency, resource room students with an I.E.P.' test exemption, or students who were in specialized science high schools (i.e., Brooklyn Technical, Bronx High School of Science, and Stuyvesant), which do not administer the D.R.P. Finally, D.R.P. data were missing for students absent during the test administration.

Table 9 presents a breakdown of D.R.P. test results by outcome status group. These results indicate that among students who became dropouts, only about one-third scored at or above the 50th percentile (grade level) on the ninth-grade D.R.P. administered in spring, 1987. Almost three-fourths of the graduates with test scores,

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'Individual Education Plan

TABLE 9

Spring, 1987 Reading Achievement of
First-Time Ninth-Graders in the Class of 1990

Status, as of June, 1990	*Number of Students Who Were in Ninth Grade*	*Percent of Students With Test Scores*	*Percent of Tested Students At or Above 50th Percentile on the D.R.P.*
Dropouts	13,890	43.0%	34.4%
Graduates and Other School Completers	26,526	59.5	73.9
Transfers Out and Other Discharges	10,621	39.4	51.7
Students Still Enrolled*	19,662	57.6	49.6
All First-Time Ninth-Graders in 1985-86	70,699	52.7	57.7

* Includes students with unknown status

however, and approximately half the still-enrolled students and discharged students scored at or above the 50th percentile. Overall, slightly less than 60 percent of the students entering the Class of 1990 as ninth-graders in 1986-87 and who had scores on the D.R.P. scored at or above the 50th percentile. These results are very similar to those observed for the Class of 1989 in the previous *Cohort Report*. Accordingly, students who successfully completed high school performed far better in reading in grade 9 than those students who dropped out. Also, students who remained for a fifth year of high school performed in between dropouts and graduates.

Attainment of RCT and Regents Graduation Requirements

As part of the requirements for high school graduation, students must pass either a Regents Competency Test (RCT), a test of minimum competency, or Regents Examination, which requires a higher level of performance, in each of the following areas: Mathematics, Reading, and Writing. Students attaining a pre-determined score on the relevant portion(s) of the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) examinations are not required to take either the RCT or the Regents.* Students must also demonstrate competency in the areas of U.S. Government, Global History, and Science. However, because these are relatively new graduation requirements, these subject area examinations were not included in this analysis.

Typically, the mathematics RCT and Regents Mathematics Sequence I examinations are administered to students beginning in the ninth-grade. (Regents Mathematics Sequence II and III examinations are given in later grades.) The English Regents is usually given in twelfth grade and the RCT Reading and Writing examinations are usually administered to students beginning in the eleventh grade.

OREA examined the centrally-maintained Test History file to determine the degree to which students in the Class of 1990 had met the graduation requirements in each of these three subject areas. Because students entering the school system in succeeding years of the cohort may be exempted from some of these graduation requirements, results are displayed by grade and year of entry into the cohort. The results, found in Table 10, show clear differences in performance among students in the four possible outcome categories. Among first-time ninth-graders entering in 1986-87, of those who subsequently became

*Students passing the CREST and Native Language Writing Examination are also not required to take either the RCT or Regents.

TABLE 10

Attainment of High School Graduation Requirements
by Students in the Class of 1990, by Status in 1990
and Grade and Year of Entry into the Cohort

Year of Entry	Status, as of June, 1990							
	Still Enrolled		Graduate		Dropout		Discharged	
	N	%	N	%	N	%	N	%
1986-87 (Grade 9)								
Mathematics	13,545	69.1	24,861	93.7	3,928	28.3	3,940	37.1
Reading	10,138	51.7	22,943	86.5	945	6.8	743	7.0
Writing	8,815	45.0	21,569	81.3	654	4.7	556	5.2
1987-88 (Grade 10)								
Mathematics	914	65.5	1,476	85.2	183	21.3	287	30.6
Reading	565	40.5	1,093	63.1	63	7.3	63	6.7
Writing	511	36.6	1,013	63.1	33	3.8	41	4.4
1988-89 (Grade 11)								
Mathematics	418	50.1	823	73.0	59	15.9	114	24.3
Reading	315	37.8	669	59.4	60	16.2	69	14.7
Writing	285	34.2	625	55.5	44	11.9	60	12.8
1989-90 (Grade 12)								
Mathematics	54	39.1	149	57.5	1	2.6	6	10.9
Reading	58	42.0	140	54.1	1	2.6	3	5.5
Writing	47	34.1	141	54.4	1	2.6	2	3.6
Total								
Mathematics	14,931	68.0	27,309	92.1	4,171	27.5	4,347	36.0
Reading	11,076	50.4	24,845	83.8	1,069	7.1	878	7.3
Writing	9,658	44.0	23,348	78.8	732	4.8	659	5.5

graduates, 93.7 percent met the mathematics requirement and over 80 percent met the reading and writing requirements. It should be noted that many of these students required more than one attempt to meet each requirement. For students still enrolled, almost 70 percent had met the mathematics requirement and approximately half had met the reading and writing requirment, a further indication that these students are making progress towards graduation.

For the students who subsequently became dropouts, only 28.3 of those entering as ninth-graders in 1986-87 passed the mathematics requirement, almost all by passing the RCT. Less than 10 percent of the dropouts passed either the reading or writing requirement because many of these students were either no longer in school or had not attained the grade at which these tests are administered to students. The results on the mathematics requirements for students entering the cohort as tenth-graders in 1987-88 are lower than those for the ninth-graders. Performance for new eleventh and twelfth-graders is confounded by the fact that many of these students are exempt from this examination.

Overall, the extremely low pass rate on the mathematics tests requirements among students who subsequently became dropouts suggests that failure to pass the RCT in mathematics is a strong indicator of a student who is at serious risk of becoming a dropout.

Progress Toward Graduation

OREA examined the number of courses passed and the number of credits earned towards graduation for the students in the Class of 1990. Course and credit information were available beginning with the fall 1986 semester, thereby providing course information across the four years of the study.

TABLE 11

Total Number of Courses Passed, Fall, 1986
to Spring, 1990, by the Class of 1990,
by Status as of June, 1990

Number of Courses Passed	Status, as of June, 1990: *Dropout* (N = 12,406)	*Graduate* (N = 28,891)	*Discharged* (N = 7,760)	*Still-Enrolled* (N = 19,460)
1 to 5	42.1	3.5	32.9	8.1
6 to 10	33.5	6.9	35.5	14.4
11 to 15	17.6	7.2	22.0	17.2
16 to 20	5.7	11.7	7.6	25.8
21 to 25	0.9	41.7	1.3	28.5
25 to 30	0.1	24.5	0.3	4.5
More than 30	0.1	4.5	0.2	1.5
Total	100.0%	100.0%	100.0%	100.0%

The results, found in Table 11, indicate a strong relationship between the number of courses passed and outcome status for the 86.8 percent of the Class with course credit data. Over 75 percent of the dropouts had passed 10 or fewer courses by the time they dropped out of school while over 70 percent of the graduates passed more than 20 courses. Since the majority of dropouts dropped out of school in 1988-89 and 1989-90, it is clear that the dropouts had made little, if any, progress toward graduation even after three or four years in high school.

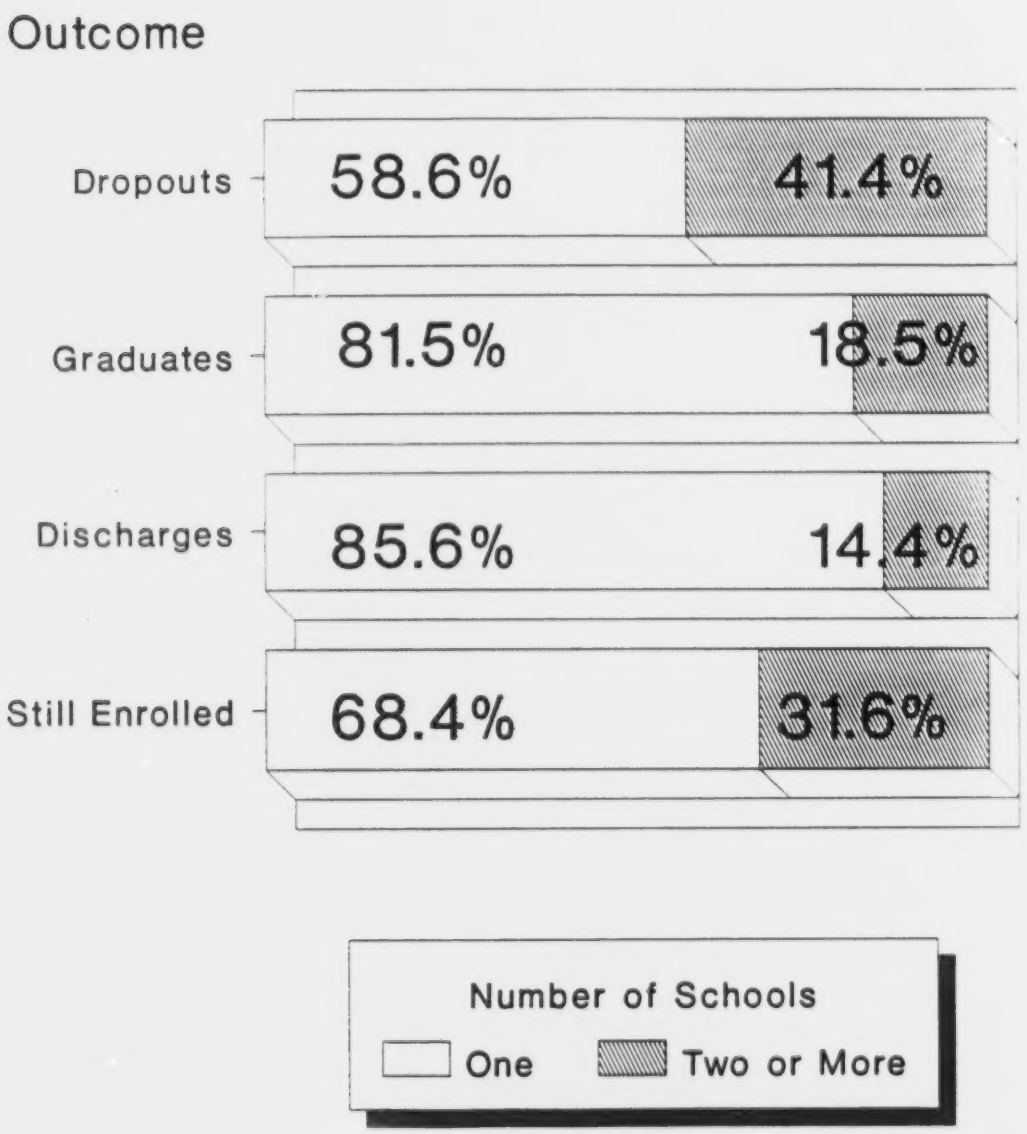
Almost 90 percent of the students who were discharged from the school system were discharged after having passed 15 or fewer courses. However, since about half the discharges occur during the first two years of high school, it appears that at least some of these students obtained the expected number of credits and left the school system for other reasons. Among students who were stiil-enrolled in June, 1990, approximately 60 percent had passed 16 or more courses indicating that they were making progress toward graduation. Additional information about courses passed and credits earned towards graduation for each of these groups is found in Appendix C of this report.

Student Mobility

OREA examined the number of schools attended by students in each of the possible outcome categories. The results displayed in Figure 3 indicate that over 80 percent of those who graduated by June, 1990, had attended only one high school. Similarly, slightly more than 85 percent of the discharged students attended only one high school prior to leaving the school system. Over 40 percent of the dropouts, however, attended two or more high schools before dropping out. Approximately one third of the students still enrolled had already attended two or more schools by June 30, 1990. These findings are very similar to the findings observed for the Classes of 1988 and 1989.

Figure 3

Number of Schools Attended by Students in the Class of 1990



IV. FOLLOW-UP OF THE CLASSES OF 1987, 1988, AND 1989

THE CLASS OF 1987--THREE YEARS LATER

As of their expected graduation date of June 30, 1987, slightly more than one-fourth of the Class of 1987 was still enrolled for a fifth year of high school. The one-year follow-up of the Class of 1987, in spring 1988, found that 12.5 percent of the students were still enrolled in school, essentially for a sixth year. At the end of the sixth year (spring 1989), 3.3 percent of the students in the Class of 1987 were still listed as being enrolled and active in school, thereby requiring further follow up.

Since students in the Class of 1987 became 21 years old during the 1989-90 school year, and thus aged out of the school system, this third follow-up of the Class of 1987 is final. This follow-up examines the status of the students in the Class of 1987 a full three years after their expected graduation date. This final follow-up permits the school system to "close the books" on the Class of 1987.

Table 12 depicts the status of the Class of 1987 after four, five, six, and seven years: the percent of students graduating by June, 1990 increased by 17.7 percentage points from June, 1987, that is from 39.2 percent to 56.9 percent. In the same period, the dropout rate increased from 22.4 percent to 27.0 percent. It is noteworthy, however, that the dropout rate **decreased** by 0.7 percentage points from June, 1989 to June, 1990. This **decrease** in the dropout rate was observed in the previous report prompting OREA to examine both the dropouts and graduates from the Class of 1987 in greater detail.

An examination of the June, 1990 status of the students who had not previously graduated found that almost 700 had now become graduates. Of these, almost 600 had

TABLE 12

Class of 1987
Four-, Five-, Six-, and Seven-Year Status and Final Status

(N = 81,847)

	Year of Study				
Status	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Final Status*
Dropouts	22.4%	28.4%	27.7%	27.0%	29.4%
Graduates and Other School Completers	39.2	46.6	55.5	56.9	56.9
Transfers Out and Other Discharges	11.6	12.4	13.5	13.7	13.7
Students Still Enrolled*	26.8	12.5	3.3	2.4	-----
Total	100.0%	100.0%	100.0%	100.0%	100.0%

* Includes students of Unknown Status

previously been dropouts. A closer examination of these 700 new graduates found that 54.1 percent were males and almost all were 21 years old or older in 1990. Of the almost 600 former dropouts who were now graduates, over 80 percent graduated by obtaining their G.E.D.

As a result, the percentage of graduates in the Class of 1987 receiving a G.E.D. increased from 11.4 percent in June, 1987 to 16.6 percent in June, 1990. Further, 57.5 percent of all G.E.D. recipients were males.

At the end of the 1989-90 school year, a very small percentage of the students in the Class of 1987 (2.4 percent) was still listed as being enrolled in school, essentially for an eighth year. Of these 2,015 students, approximately 200 had previously been dropouts. That they have now returned to active status within the New York City public school system is hopeful. However, since by convention, the "books" are officially closed after seven years of high school, the students have been added to the final dropout totals. Therefore, the official **final** dropout rate for the Class of 1987 is 29.4 percent. In addition to the citywide outcomes, final outcomes for the Class of 1987 for each high school, individually, were calculated. These results are found in Appendix D of this report.

THE CLASS OF 1988--TWO YEARS LATER

When the four-year status of the Class of 1988 was calculated, it was found that a substantial proportion (25.3 percent) was still enrolled in high school. A year later, in June, 1989, OREA followed up the Class of 1988 and found that 7.6 percent of the students were still enrolled in high school, now for a sixth year. This was the lowest percentage of six-year students observed for any cohort to date. OREA now has determined the status of students in the Class of 1988 as of June, 1990, a full two years after their expected graduation date. The results, found in Table 13, indicate that the percent of students now found as graduates has increased by four percentage points to 56.5 percent, and the percent of students now found as dropouts has **decreased** by three-tenths of a percentage point, from 25.1 percent in June, 1989 to 24.8 percent in June, 1990. As with the Classes of 1986 and 1987, this **decrease** in the dropout rate continues to be a surprising finding, prompting OREA to examine the records of both the dropouts and graduates in greater detail.

TABLE 13

Class of 1988
Four-Year, Five-Year, and Six-Year Status

	Year of Study					
	Year 4		*Year 5*		*Year 6*	
Status	N	%	N	%	N	%
Dropouts	17,240	20.8%	20,788	25.1%	20,585	24.8%
Graduates and Other School Completers	33,214	40.1	43,540	52.5	46,844	56.5
Transfers Out and Other Discharges	11,486	13.8	12,249	14.8	12,434	15.0
Students Still Enrolled*	20,995	25.3	6,358	7.6	3,072	3.7
Total	82,935	100.0%	82,935	100.0%	82,935	100.0%

* Includes students of Unknown Status

As observed in previous Classes, OREA found that the decline in the dropout rate was attributable to the 1,501 students who had been dropouts in June, 1989, but who were now in another status. Over 65 percent of the previous dropouts became graduates; the rest were either now re-enrolled in school or had been discharged from the school system. An additional 2,200 students who were still enrolled in school as of June, 1989 also graduated during the 1989-90 school year.

For the 3,072 students (3.7 percent) in the Class of 1988 who were still enrolled in high school as of June, 1990, almost all were 21 years old or older by June, 1990 and over

half were still listed as being in either the ninth or tenth grade or had no grade indicated. These findings imply that for the most part these students will not be able to earn a high school diploma. While some of these students (like their counterparts in the Class of 1987) may yet become graduates (probably by obtaining a G.E.D.), it is expected that the majority will become dropouts.

THE CLASS OF 1989--ONE YEAR LATER

In the previous cohort report, OREA examined the status of the Class of 1989 at the end of the 1988-89 school year. At that time, slightly more that one-fourth of the students were still enrolled, essentially for a fifth year of high school. This finding is comparable with the four-year findings for both the Classes of 1986, 1987, and 1988. As with the previous Classes, OREA conducted a follow-up study to examine the status of the Class of 1989 in June, 1990, a full year after their expected graduation date.

The results of this follow-up study are found in Table 14. As the results indicate, the percentages of students dropping out of school, graduating, and transferring increased. Conversely, the percentage of students still enrolled for a sixth year of high school decreased by seven percentage points. This is the highest percentage of students still-enrolled for a "sixth" year of high school observed in any of the four Classes for which follow-up studies have so far been conducted.

Only 3,731 students who had not graduated by June, 1989 were graduated by June, 1990. Virtually all of this increase (3,627 students) was comprised of students who had been active in June, 1989, and who graduated by June, 1990. The percentage of graduates receiving a G.E.D. decreased from 12.6 percent in June, 1989, to 12.5 percent in June, 1990 since over 85 percent of the new graduates received a high school diploma.

TABLE 14

Class of 1989
Four-Year and Five-Year Status

	Year of Study			
	Year 4		*Year 5*	
Status	N	%	N	%
Dropouts	17,879	20.9	19,849	23.3
Graduates and Other School Completers	32,460	38.0	36,135	42.3
Transfers Out and Other Discharges	13,393	15.7	13,748	16.1
Students Still Enrolled*	21,646	25.4	15,643	18.3
Total	85,375	100.0	85,375	100.0

* Includes students of Unknown Status

Since almost 16,000 students in the Class of 1989 were still enrolled in school, essentially for a sixth year of high school, OREA examined their records in greater detail. As previously indicated, the 18.3 percent still-enrolled students is the highest percentage observed among the four cohorts for which follow-up studies have been conducted. Of the still-enrolled students, approximately 55 percent were found to be in either the eleventh or twelfth grade.

Only 12.8 percent of the still-enrolled students were on register in either the eleveth or twelfth grades and had strong attendance records during the spring 1990 semester (i.e.,

fewer than 11 days absent). These students are in a good position to complete school. Although the remaining students in this group are at risk for becoming dropouts, based on the results of previous cohort studies, a substantial portion of them are expected to complete their education, most likely by obtaining a G.E.D.

V. PRELIMINARY OUTCOMES FOR THE CLASSES OF 1991 AND 1992

Early tracking of cohorts provides information about trends in the direction of outcomes for classes. For this reason, OREA examined the status of the Classes of 1991 and 1992 **as of June 30, 1990**, one and two years, respectively, prior to their expected graduation.

THE CLASS OF 1991--PRELIMINARY FINDINGS

By June, 1990, members of the Class of 1991 were expected to complete the eleventh grade. There are 69,966 students in the Class of 1991; of these, 51.0 percent are female and 49.0 percent are male. As shown in Table 15, 89.4 percent of the students in the Class of 1991 entered the cohort as ninth-graders in 1987-88; other students entered

TABLE 15

Grade and Year of Entry into the Class of 1991

Grade and Year of Entry	*N*	*Percent*
9th Grade, 1987-88	62,579	89.4
10th Grade, 1988-89	4,353	6.3
11th Grade, 1989-90	3,034	4.3
Total	69,966	100.0

as either tenth or eleventh graders over the next two years. By the end of the 1989-90 school year, students in the Class of 1991 were expected to be no more than 17 years old.

Table 16 indicates that slightly less than 60 percent of the students were 17 years old or younger; however, slightly more than 45 percent of the students were overage, with 13.6 percent of the students two or more years overage for grade. These findings are similar to those observed for previous Classes.

TABLE 16

Age Distribution of the Class of 1991
(N = 69,966)

Age, as of June 30, 1990	*Percent*
15 years or below	0.4
16 years	3.7
17 years	54.6
18 years	27.7
19 years	9.8
20 years	2.7
21 years or older	1.1
Total	100.0

Table 17 shows the status of the students of the Class of 1991 as of June, 1990. Slightly more than 70 percent of the students were still enrolled in school, a reasonable finding since these students are not expected to graduate until June, 1991. A very small proportion (2.6 percent) of the Class of 1991 had already completed their high school

education. In addition, 14.2 percent of the students had already transferred out of the school system, and 11.2 percent of the Class of 1991 had already dropped out of school.

TABLE 17

Class of 1991 Status as of June, 1990

(N = 69,966)

Status	*Percent*
Dropouts	11.2
Graduates and Other School Completers	2.7
Transfers and Other School Discharges	14.2
Active Students, Still Enrolled	71.8
Students with Unknown Status	0.1
Total	100.0

THE CLASS OF 1992--PRELIMINARY FINDINGS

Students in the Class of 1992 are not expected to graduate until June, 1992. This class contains 67,528 students, 92.8 percent of whom had entered the cohort as ninth graders in 1988-89. (See Table 18.) The class is almost equally divided between males (49.8 percent) and females (50.1 percent). Students in the Class of 1992 were expected to be 16 years old in 1990; Table 19 indicates that just over 60 percent of the students

TABLE 18

Grade and Year of Entry into the Class of 1992

Grade and Year of Entry	*N*	*Percent*
9th Grade, 1988-89	62,655	92.8
10th Grade, 1989-90	4,873	7.2
Total	67,528	100.0

were 16 and under. As has been observed with other Classes, however, approximately 40 percent of the students were already overage for grade, with approximately 13 percent of the students two or more years overage for grade.

OREA calculated preliminary outcomes for the Class of 1992, a full two years prior to these students' expected graduation date. As of June, 1990, 84.9 percent of the Class of 1992 was still enrolled in school; a very few students (0.4 percent) in the Class of 1992 had already graduated. Further, 10.0 percent of the students had transferred out or been discharged from the school system. Slightly less than five percent had already dropped out of school. (See Table 20.)

TABLE 19

Age Distribution of the Class of 1992
(N = 67,528)

Age, as of June 30, 1990	*Percent*
15 years or below	3.8
16 years	57.1
17 years	27.0
18 years	9.0
19 years	2.0
20 years	0.6
21 years or older	0.5
Total	100.0

TABLE 20

Class of 1992 Status as of June, 1990

(N = 67,528)

Status	*Percent*
Dropouts	4.6
Graduates and Other School Completers	0.4
Transfers and Other School Discharges	10.0
Active Students, Still Enrolled	84.9
Students with Unknown Status	0.1
Total	100.0

VI. COMPARISONS ACROSS COHORTS

The Class of 1990 represents the fifth one to be studied using the cohort methodology. Two of these cohorts have been followed through to their seventh, and final, year, the Classes of 1986 and 1987. The accumulation of these data permits detailed analysis into emerging trends in school completion for New York City high school students.

Table 21 provides a comparison of the results for each class studied for each year. As the results indicate, the four-year percentage of students still-enrolled in school has hovered around 25 percent, with the highest percentage (27.8 percent) observed for the Class of 1990. The four-year graduation rate, while showing a slight decrease across the five classes, does not yet demonstrate a discernable trend. The graduation rate for the fifth, sixth, and seventh years of successive cohort, however, shows a slight upward trend indicating that in subsequent years the final graduation rate will approach 60 percent.

In contrast to the graduation rate, the dropout rate is beginning to show a downward trend. The four-year dropout rate for the Class of 1990 is the lowest yet observed. Further the five- and six-year dropout rates show a downward trend. Although the five-year dropout rate for the Class of 1987 showed an increase over the five-year rate for the Class of 1986, the five-year rates for the Classes of 1988 and 1989 demonstrate marked decreases. (Four-year graduation and dropout rates for individual high schools for each cohort studied are found in Appendix E.)

OREA examined the dropout rates for each class (from the Class of 1986 to the Class of 1992) in order to compare the percent of students that dropped out in each year

TABLE 21

Cohort Study Results for the Classes of 1986, 1987, 1988, 1989, and 1990 (as of June, 1990)

	Years of High School				
Class/Status	4	5	6	7	*Final*
Class of 1986 (N = 71,484)					
Dropouts	21.8%	26.4%	27.3%	26.2%	28.3%
Graduates	41.0	45.6	54.1	57.3	57.3
Discharged	12.3	12.7	13.1	14.4	14.4
Still Enrolled*	24.9	15.3	5.5	2.1	----
Class of 1987 (N = 81,847)					
Dropouts	22.4%	28.4%	27.7%	27.0%	29.4%
Graduates	39.2	46.6	55.5	56.9	56.9
Discharged	11.6	12.4	13.5	13.7	13.7
Still Enrolled*	26.8	12.5	3.3	2.4	----
Class of 1988 (N = 82,935)					
Dropouts	20.8%	25.1%	24.8%		
Graduates	40.1	52.5	56.5		
Discharged	13.8	14.8	15.0		
Still Enrolled*	25.3	7.5	3.7		
Class of 1989 (N = 85,375)					
Dropouts	20.9%	23.3%			
Graduates	38.0	42.3			
Discharged	15.7	16.1			
Still Enrolled*	25.4	18.3			
Class of 1990 (N = 78,936)					
Dropouts	19.2%				
Graduates	37.6				
Discharged	15.3				
Still Enrolled*	27.8				

* Includes students with unknown status.

Note: Results for the Class of 1986 are as of June, 1989.

of their high school career. The results in Table 22 indicate that there is a downward trend in the first and second year dropout rates for each cohort, beginning with the Class of 1988. Further, starting with the Class of 1987 there is a downward trend in the fifth year of each cohort. Finally, for the Classes for which sixth and seventh year results are available, the dropout rates are actually negative, due to the substantial number of students that either returned to school or obtained a G.E.D. Table 23 presents the cumulative dropout rate across the seven Classes for which data are currently available. As expected, the same trends noted above are evidenced in the cumulative dropout rates.

Overall, the across-class comparisons provide evidence of several emerging trends. First, although there has been a slight decline in the four-year graduation rate, there has been greater increase in the percent of students remaining in school. Further, there appears to be a slight upward trend in the graduation rate in the fifth, sixth, and seventh years of each class. Finally, the trend in the dropout rate is downward. Taken together, these results indicate that while students are taking longer to complete their education, they are completing it. The implications of these findings are that the holding power of the schools is increasing, albeit slightly. Future cohort studies will enable OREA to determine if these emerging trends continue in successive years.

TABLE 22

Comparison of Dropouts Rates for the
Classes of 1986, 1987, 1988, 1989, 1990, 1991, and 1992
by Year of Study

	Percent of Dropouts for:						
Year of Cohort	Class of 1986 (N=71,484)	Class of 1987 (N=81,847)	Class of 1988 (N=82,935)	Class of 1989 (N=85,375)	Class of 1990 (N=78,936)	Class of 1991 (N=69,966)	Class of 1992 (N=67,528)
First	1.3	1.7	1.5	1.3	1.1	1.1	0.9
Second	4.7	5.3	4.1	4.6	3.9	3.0	3.7
Third	7.2	7.2	6.7	7.1	6.1	7.1	
Fourth	8.8	8.2	8.5	7.9	8.1		
Fifth	4.4	6.0	4.3	2.3			
Sixth	0.9	-0.7	-0.3				
Seventh	-1.1	-0.7					
Final	2.1	2.4					
TOTAL*	28.3	29.4	24.8	23.2	19.2	11.2	4.6

* Total dropout rate, as of June, 1990, except for the Class of 1986, which is the total dropout rate, as of June, 1989.

TABLE 23

Cumulative Dropout Rates for the
Classes of 1986, 1987, 1988, 1989, 1990, 1991, and 1992,
by Year of Study

	Percent of Dropouts for:						
Year of Cohort	Class of 1986 (N=71,484)	Class of 1987 (N=81,847)	Class of 1988 (N=82,935)	Class of 1989 (N=85,375)	Class of 1990 (N=78,936)	Class of 1991 (N=69,966)	Class of 1992 (N=67,528)
First	1.3	1.7	1.5	1.3	1.1	1.1	0.9
Second	6.0	7.0	5.6	5.9	5.0	4.1	4.6
Third	13.2	14.2	12.3	13.0	11.1	11.2	
Fourth	22.0	22.4	20.8	20.9	19.2		
Fifth	26.4	28.4	25.1	23.2			
Sixth	27.3	27.7	24.8				
Seventh	26.2	27.0					
Final	28.3	29.4					
TOTAL*	28.3	29.4	24.8	23.2	19.2	11.2	4.6

* Total dropout rate, as of June, 1990, except for the Class of 1986, which is the total dropout rate, as of June, 1989.

VII. ETHNIC/RACIAL BACKGROUND OF DROPOUTS

Until last year, the annual accounting method was used to calculate estimated four-year dropout rates for ethnic/racial groups. Last year, OREA switched to the cohort method, but estimated the four-year rates on the basis of the years of available data. This year, for the first time, ethnic/racial background data were available for all four years of the Class of 1990. The dropout rates obtained for each ethnic/racial group for the Class of 1990, however, are **not** directly comparable to those reported in previous years using the annual dropout methodology.

Since, the ethnic/racial background of 2,946 of the Class of 1990's 15,158 dropouts was not available, some estimation had to be employed. The ethnic/racial distributions of the dropouts for whom this information was known was used to proportionately assign the missing ethnic/racial background codes to students. In order to increase the precision of the estimations, the proportional assignments were done separately for each of the four school years of the Class of 1990 (i.e., 1986-87, 1987-88, 1988-89, and 1989-90). Overall, ethnic/racial background information was estimated for 19.3 percent of the dropouts in the Class of 1990.

For the Class of 1990, Table 24 indicates the percentage of each ethnic/racial group that dropped out of school during the four school years between 1986-87 and 1989-90. As in previous years, using different methods, students of Hispanic background had the highest dropout rate, 27.2 percent. That is about 27 out of every 100 students of Hispanic background in the Class of 1990 dropped out of school. The dropout rate for students of Hispanic backgroung was almost eight percentage points higher than the total

TABLE 24

Dropout Rate for Ethnic/Racial Populations
Class of 1990

Ethnic/Racial Background	*Dropout Rate*
American Indian/ Alaskan Native	27.0%
Asian/Pacific Islander	16.4%
Hispanic	27.2%
Black (Non-Hispanic)	20.7%
White (Non-Hispanic)	15.2%
Total	19.2%

Note: Dropout rates are estimates based on data derived from the 1986-87 *Annual Pupil Ethnic Census* for students in the ninth grade.

dropout rate for the Class of 1990. Students of Hispanic background, therefore, had a dropout rate approximately 40 percent higher than the total rate for the Class of 1990. Black students dropped out at a rate approximately equal to the total dropout rate for the Class of 1990. The dropout rates of White and Asian students were 4.0 and 2.8 percentage points, respectively, lower than that of the total Class of 1990.

Another method of analyzing the ethnicity/racial background of dropouts is by examining the percent of dropouts accounted for by each ethnic/racial group. (See Table 25.) As these results indicate, students of Hispanic background accounted for slightly more than 40 percent of the total dropouts for the Class of 1990. Black students accounted for 39.3 percent of the dropouts. White and Asian/Pacific Islander students accounted for 14.0 percent and 5.4 percent of the dropouts, respectively.

In order to put these findings in perspective, OREA compared these results with the ethnic/racial backgrounds of all students registered in high school. These results,

TABLE 25

Ethnic/Racial Background of Dropouts from the Class of 1990

Ethnic/ Racial Background	*Year of Study*				*Four-Year Total*	
	1986-87	1987-88	1988-89	1989-90		
Amer. Ind./ Alask. Nat.	0	4	1	14	19	(0.1%)
Asian/Pac. Islander	27	107	280	397	812	(5.4%)
Hispanic	416	1,436	1,959	2,440	6,251	(41.2%)
Black (Non-Hispanic)	383	1,134	1,822	2,615	5,953	(39.3%)
White (Non-Hispanic)	79	381	733	930	2,123	(14.0%)
Total	905	3,061	4,796	6,396	15,158	(100.0%)

Note: Ethnic/racial background information for students with either missing or unknown data was estimated based on the ethnic/racial group proportion in each year of the study. Overall, the ethnicity/racial background of 19.3 percent of the dropouts from the Class of 1990 was estimated.

found in Table 26, indicate that Hispanic students are over-represented among dropouts in relation to their representation in the high school population. The proportion of Black students in the dropout population is approximately the same as their representation in the high school population. Both Asian/Pacific Islander and White students are under-represented among dropouts in relation to their representation in the high school student population. (See Table 26.) These findings are consistent with those obtained for the Class of 1989.

TABLE 26

Comparison of Ethnic/Racial Background of
Class of 1990 Dropouts to High School Rates

Ethnic/Racial Background	*Class of 1990 Dropouts*		*All High Schools*	
	N	%	N	%
American Indian/ Alaskan Native	19	0.1	202	0.1
Asian/Pacific Islander	812	5.4	22,865	8.9
Hispanic	6,251	41.2	78,545	30.4
Black (Non-Hispanic)	5,953	39.3	104,116	40.4
White (Non-Hispanic)	2,123	14.0	52,235	20.3
Total	15,158	100.0	257,963	100.0

Note: Ethnic/racial background information for all high schools is taken from the October 31, 1989 *Annual Pupil Ethnic Census* conducted by the Office of Educational Data Services.

VIII. THE SPECIAL EDUCATION CLASSES

THE SPECIAL EDUCATION CLASS OF 1990

Since special education classes are ungraded, OREA defined the Special Education Class of 1990 as those students who were born in 1972 and were in a special school (District 75) or in a self-contained special education class during 1986-87. (Note: Students in resource room programs, representing 31.3 percent of the high school special education students in 1986-87, are included with the general education population.) These students would have completed four years of high school by June, 1990. It should be noted for students who are severely handicapped, special education programs are designed to provide services until students are 21 years old.

A total of 7,194 students were identified for the Special Education Class of 1990, a slight decrease from the preliminary number reported in the previous cohort. This change is due to corrections and updates made to the Biofile over the past year. A total of 68.9 percent of the students in the Class were males. This finding is consistent with the gender distribution of special education programs, nationwide. Table 27 displays the status of the students in the class as of June, 1990.

The percent of students (3.6 percent) graduating or completing school by June, 1990 (i.e., in four years) remains approximately one-tenth that of the general education Class of 1990, the same relationship observed in previous Cohort Reports. Further, the dropout rate (22.9 percent) is almost four percentage points higher for special education students than for general education students. The percentage of discharges (17.7 percent) is slightly higher, and, as expected, the percent of special education students remaining in school

TABLE 27

Special Education Class of 1990
Status by Year of Study

Status	*Year of Study* 1986-87	1987-88	1988-89	1989-90	*Four-Year Total*	
Dropouts	34	69	417	1,126	1,646	(22.9%)
Graduates and Other School Completers	1	0	22	237	260	(3.6%)
Transfers Out, Other Discharge	344	278	331	318	1,271	(17.7%)
Students Still Enrolled As of June 30, 1989	---	---	---	3,993	3,993	(55.5%)
Students With Unknown Status	---	---	---	24	24	(0.3%)
TOTAL	379	347	770	5,698	7,194	(100.0%)

(55.5 percent) is twice that of general education students.

FOLLOW-UP OF THE SPECIAL EDUCATION CLASS OF 1987

The Special Education Class of 1987 contained 7,831 students. As with the other Special Education Classes, almost 70 percent of the students in this class were males and the large majority were 18 years old by June, 1987. OREA followed-up the Special Education Class of 1987 to determine the status of students through June, 1990. The data found in Table 28 indicate that the dropout rate continued to increase between June, 1989 and June, 1990. The percent of students completing their education, however, showed a

TABLE 28

Special Education Class of 1987
Four-Year, Five-Year, Six-Year, and Seven-Year Status
(N = 7,831)

Status	Percent of Students in Year:			
	Year 4	*Year 5*	*Year 6*	*Year 7*
Dropouts	24.1	31.3	37.0	39.8
Graduates and Other School Completers	3.3	4.9	14.7	23.7
Transfers Out and Other Discharges	15.5	15.9	18.3	19.4
Students Still Enrolled*	57.1	47.9	30.0	17.1
Total	100.0%	100.0%	100.0%	100.0%

* Includes students of Unknown Status

relatively large increase during the same period. It was noted in the previous follow-up of this Class that 30.0 percent of these special education students were still enrolled in school two years after their fourth year of high school. By June, 1990, 17.1 percent of the students were still enrolled in school (for what would be their eighth year). However, by the end of the 1989-90 school year, all students in the Special Education Class of 1987 turned 21 years old. It can be expected that the remaining students will age out of the school system.

FOLLOW-UP OF THE SPECIAL EDUCATION CLASS OF 1988

The Special Education Class of 1988 contained 7,957 students. In the initial report on the Special Education Class of 1988, it was found that only 3.5 percent of the Class had graduated in four years; 58.7 percent of the students were still enrolled in school or were of unknown status. Therefore, OREA conducted a follow-up of the Special Education Class of 1988.

TABLE 29

Special Education Class of 1988
Four-Year, Five-Year, and Six-Year Status

(N = 7,957)

	Percent of Students in:		
Status	Year 4	Year 5	Year 6
Dropouts	21.9	29.6	35.0
Graduates and Other School Completers	3.5	5.2	18.9
Transfers Out and Other Discharges	15.9	18.4	19.4
Students Still Enrolled*	58.7	46.7	26.7
Total	100.0%	100.0%	100.0%

* Includes students with unknown status

The results of the second follow-up, found in Table 29, indicate that, two years after their expected graduation date, the percent of graduates had increased by

approximately 15 percentage points. The percent of dropouts, however, also had increased so that by June, 1990, 35.0 percent of the Class had dropped out of school. However, 26.7 percent of the Class was still enrolled in school for essentially a seventh year of high school. Since virtually all students in the Special Education Class of 1988 were 18 years old by June, 1988, the students still enrolled were 20 years old at the conclusion of the 1989-90 school year. Therefore, as was observed in previous reports, a substantial portion of the Special Education Class of 1988 will still be enrolled for the 1990-91 school year, when they will reach the age of 21 and age out of the school system.

FOLLOW-UP OF THE SPECIAL EDUCATION CLASS OF 1989

The Special Education Class of 1989 contained 7,547 students. Students in this special education class were selected in a manner parallel to that used to select students in the other special education classes. In the initial analysis of the Special Education Class of 1989, it was found that only 4.0 percent of the Class had graduated in four years. As the results in Table 30 indicate, by June, 1990, 12.9 percent of the Class had graduated, the highest five-year graduation rate yet observed in the five special education classes studied.

In addition, the five-year dropout rate (28.1 percent) was the lowest yet observed. While the percent of students still enrolled declined 16.9 percentage points, approximately 3,000 students in the Class remained enrolled for a sixth year of high school.

THE SPECIAL EDUCATION CLASSES OF 1991 AND 1992: PRELIMINARY FINDINGS

OREA also examined the status of the Special Education Classes of 1991 and 1992 using definitions that are parallel to those used to define the Special Education Class of 1989. (See Appendix A for definitions.) The Special Education Class of 1991 contained

TABLE 30

Special Education Class of 1989
Four-Year and Five-Year Status

	Year of Study			
	Year 4		Year 5	
Status	N	%	N	%
Dropouts	1,620	21.5	2,121	28.1
Graduates and Other School Completers	300	4.0	977	12.9
Transfers Out and Other Discharges	1,393	18.5	1,495	19.8
Students Still Enrolled*	4,234	56.1	2,954	39.2
Total	7,547	100.0	7,547	100.0

* Includes students of Unknown Status

7,033 students, 68.5 percent of whom were male. Similarly, the Special Education Class of 1992 contained 7,272 students, 69.5 percent of whom were male. The preliminary status of the students in these two classes is presented in Table 31.

The results shown in Table 31 reflect a similar but more pronounced pattern to that observed for their corresponding general education classes. Both special education classes have a substantial percentage of their students still enrolled in school, which is to be expected. Almost no students in these special education classes had graduated or completed school by June 30, 1990.

TABLE 31

Status of the Special Education Classes of 1991 and 1992
by June 30, 1990

	Class of 1991		*Class of 1992*	
Status	N	%	N	%
Dropouts	615	8.7	166	2.3
Graduates and Other School Completers	30	0.4	5	0.1
Transfers Out, Other Discharges	1,151	16.4	922	12.7
Students Still Enrolled As of June 30, 1990	5,212	74.1	6,157	84.6
Students With Unknown Status	25	0.4	22	0.3
TOTAL	7,033	100.0	7,272	100.0

XI. 1989-90 ANNUAL DROPOUT RATE

METHODS

To comply with New York State Education Department procedures, the New York City Public Schools continue to calculate annual dropout rates. These statistics are **not** comparable to the cohort dropout rates since the annual method is essentially a cross-section across all cohorts in high school in a given school year. The accounting method employed in calculating the 1989-90 annual dropout rate counts all students who dropped out of the New York City public schools during the 1989-90 school year, regardless of when they entered the system or how quickly they progressed from grade to grade. To compute annual dropout rates, according to New York State procedures, the number of dropouts is divided by the total number of students in the relevant population. The population for the high school dropout rate is the total high school population; the population for the system-wide dropout rate is the total student population age 14 and over including students in ninth grade in middle schools and students in citywide special education programs. The student records in the Biofile that form the basis for calculating the Annual Dropout Rate, contain information on students' current status as well as previous admissions and discharges. By analyzing this information, OREA is able to distinguish first-time dropouts from students who have dropped out previously. Appendix E contains more detailed information about the specific procedures used to prepare this report.

In computing the 1989-90 dropout rates, OREA continued to apply the same methodology and data definitions that have been used for the past five years (i.e. 1984-

85, 1985-86, 1986-87, 1987-88, and 1988-89). In this method, students in the following categories were *not* counted as dropouts:

- students who, according to State Education Department reports, passed the Test of General Educational Development (G.E.D.) and, thereby, earned a high school equivalency diploma;
- students who re-enrolled in a New York City public school by October 31, 1990; and
- students who were confirmed participants in adult basic education or high school equivalency programs operated by the Office of Adult and Continuing Education.

This year's accounting *does* include those students who were **not** counted as dropouts in 1988-89 because they had re-enrolled in school by October 31, 1989, but who subsequently dropped out again. (See Appendix F.)

OVERVIEW OF THE FINDINGS

Analyses of 1989-90 data show a decrease in the dropout rate -- both in the high schools and system-wide. The annual rate was 6.64 percent for the high schools, and 7.75 percent system-wide; respective annual rates in 1988-89 wer 8.06 percent and 8.66 percent. After showing small increases in each of the past two years, the decline is substantial. Tables 32 and 33 present the computation of the high school and system-wide dropout rates, respectively. Figure 4 shows the trend in the annual dropout rates for high schools and system-wide over the past five years. As these results indicate, there has been a downward trend in the annual dropout rate for the past five years, even though there have been flucuations in the rate in individual school years. Appendix G provides the individual 1989-90 annual dropout rates for each high school (including retrieval programs).

Decreases were observed in the **number** of students dropping out of both day high schools and system-wide. System-wide, there were approximately 3,000 fewer dropouts in

1989-90 than in 1988-89. Further, the number of dropouts in day high schools decreased by approximately 900 students from 1988-89 to 1989-90 (i.e., from 15,516 to 14,621).

There was a large decrease (approximately 2,000 students) in the number of dropouts from retrieval programs. In addition, the number of students who dropped out of retrieval programs during the same school year in which they transferred from a regular day high school to the retrieval program decreased by approximately 3,000 students. The 1989-90 figures for dropouts from retrieval programs are similar to those that were observed prior to the 1988-89 school year. (For a description of retrieval programs see Appendix F.)

The number of dropouts from special schools remained approximately the same, although dropouts from Project Reentry increased. The number of dropouts from middle schools decreased by almost half, after having almost doubled in 1988-89.

DROPOUT DISCHARGE CATEGORIES

Discharge records for approximately three-fourths of the dropouts (74.2 percent) showed only that they were over 17. An additional 8.5 percent were discharged to other educational settings without confirmed admission; 4.8 percent left school for employment, job training, or military service; and 8.0 percent were not found after a search by the Bureau of Attendance. This pattern applied to dropouts from all programs except students found as dropouts from middle schools and Project Reentry; these students were most frequently discharged as not found.

TABLE 32

Computation of the Dropout Rate for
New York City High Schools, 1989-90

Confirmed First-time Dropouts		
From Day High Schools		14,621
From Retrieval Programs (Left Day High School in 1989-90)		1,650
	Total	16,271
Population Base for Rate Calculation		
Official Register for Academic High Schools		209,273
Official Register for Vocational High Schools		27,419
Official Register for Alternative High Schools		8,520
	Total	245,212

Estimation of Dropout Rate

$$\text{Annual Dropout Percentage} = \frac{16,271}{245,212} = 6.64 \text{ percent}$$

NOTE: For reference purposes, in 1986-87, there were 19,181 dropouts and a population base of 261,700. The annual dropout percentage was 7.33 percent. In 1987-88, there were 19,431 dropouts and a population base of 258,703. The annual dropout percentage was 7.51 percent. In 1988-89, there were 19,952 dropouts and a population base of 247,653. The annual dropout percentage was 8.06 percent. (Also see Figure 4.)

TABLE 33

Computation of System-Wide Dropout Rate for
New York City Public Schools, 1989-90

Confirmed First-time Dropouts

From Day High Schools*		14,621
From Retrieval Programs*		4,753
From Special Schools		723
From Middle Schools		768
From Project Reentry		976
	Total	21,841

Population Base for Rate Calculation

High School Enrollment, including Retrieval Programs		257,963
Ninth-Grade Students in Junior High Schools		14,892
Special Schools Students, Age 14 and Over (OREA Estimate)		9,135
	Total	281,990

Estimation of Dropout Rate

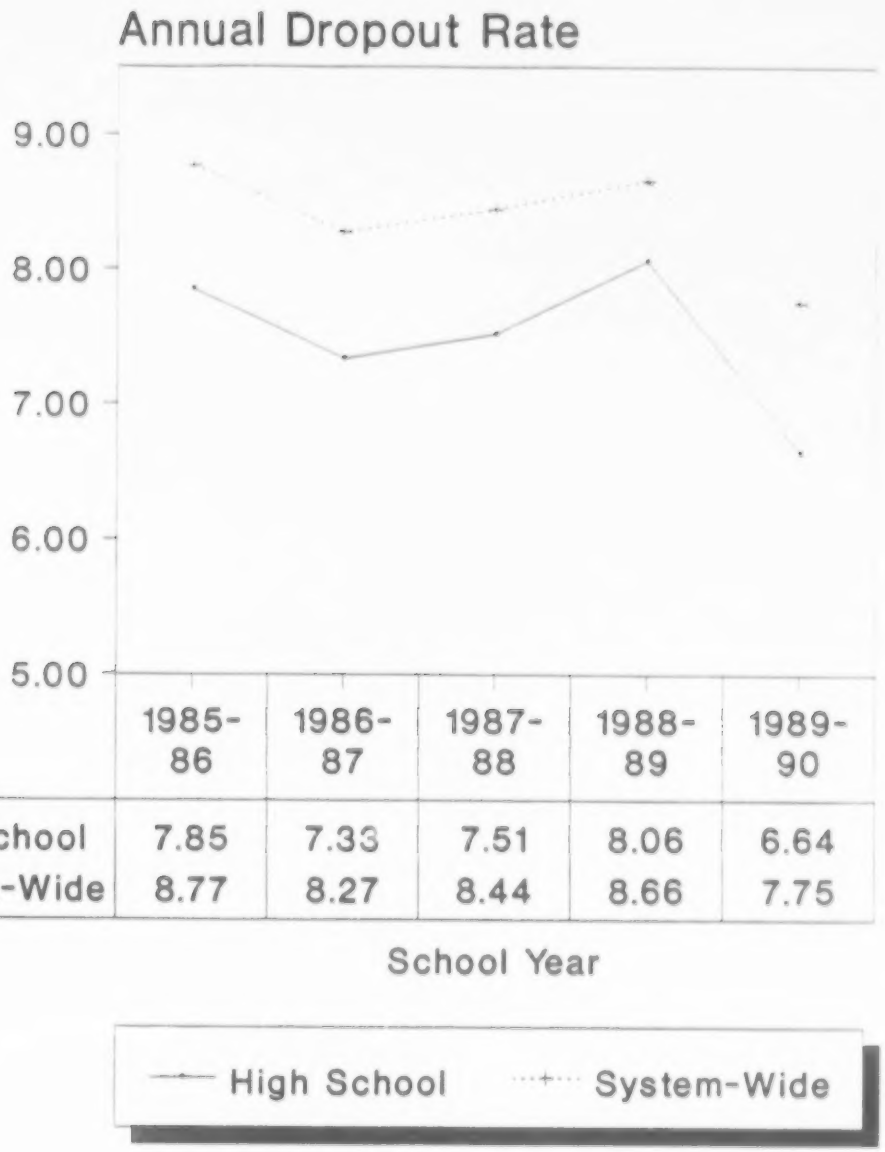
$$\text{Annual Dropout Percentage} = \frac{21,841}{281,990} = 7.75 \text{ percent}$$

NOTE: For reference purposes, in 1986-87, there were 25,028 dropouts and a population base of 302,617. The annual dropout percentage was 8.27 percent. In 1987-88, there were 25,050 dropouts and a population base of 296,632. The annual dropout percentage was 8.44 percent. In 1988-89, there were 24,835 dropouts and a population base of 286,718. The annual dropout percentage was 8.66 percent. (Also see Figure 4.)

*Includes the 1,650 Retrieval Program students who left a day high school in 1989-90 (see Table 32) and other students in Retrieval Programs.

Figure 4

Trend in Annual Dropout Rates, 1985-86 to 1989-90



	1985-86	1986-87	1987-88	1988-89	1989-90
High School	7.85	7.33	7.51	8.06	6.64
System-Wide	8.77	8.27	8.44	8.66	7.75

X. CONCLUSIONS

The cohort method of computing outcomes for students involves the study of those students' records over the four (or more) years of their high school careers. Students were determined to be in the Class of 1990 if they were in the ninth grade for the first time during the 1986-87 school year. The resulting cohort contained 78,936 students. OREA examined the status of these students as of June, 30, 1990, the expected graduation date of the Class of 1990. In addition, OREA conducted follow-up studies of students in the Classes of 1987, 1988, and 1989. OREA also provided preliminary findings for students in the Class of 1991 and the Class of 1992. Since results are now available for seven cohorts (including the Class of 1986), OREA was also able to examine emerging trends in school completion rates.

Results for the Class of 1990 show that the dropout rate (19.2 percent) was the lowest four-year rate yet observed in the five cohorts studied for at least four years, 1.7 percentage points lower than the four-year rate for the Class of 1989. Further, the 1989-90 annual dropout rate was also the lowest observed in the past five years. The four-year graduation rate (37.6 percent), also the lowest observed among the five cohorts, was 0.4 percentage points below that of the Class of 1989. Concomitant to the declines in dropout and graduation rates was an increase of 2.4 percentage points in students still enrolled for a fifth year of high school, also the highest among the five cohorts studied to that point. Since the decline in the dropout rate was much higher than the decline in the graduation rate, the increase in the fifth year students is potentially attributable to at-risk students continuing their education beyond four years of high school.

Follow-up studies of recent cohorts also showed trends toward lower dropout rates and increased holding power. The follow-up of the Class of 1989, in its fifth year of high school, showed the lowest dropout rate, the lowest graduation rate and the largest percentage of students still enrolled for the sixth year of any cohort yet studied. The success of this Class depends upon the final outcomes of the large number of students who will be attending a sixth year of high school. In the sixth year of high school, the follow-up of the Class of 1988 showed the lowest dropout rate and the highest graduation rate of the three cohorts studied for six years. With 3.7 percent of its students still enrolled for a seventh year of high school, the Class of 1988 has the potential of attaining the best overall high school completion rate yet observed.

The cohort studies continue to show that correlates to dropping out of school are: being overage for grade; lack of progress in school (almost 60 percent of the dropouts did not get past grade 10, approximately 75 percent had passed 10 or fewer courses, and less than 30 percent passed the RCT in mathematics); low reading achievement on entry to high school (less than 35 percent of the dropouts were reading at or above grade level in the ninth grade compared to approximately 75 percent for graduates and slightly less than half for students still enrolled in school); and high student mobility. Of particular note was the finding that failure to pass the RCT in mathematics in the ninth grade may be an indicator of a student seriously at-risk of dropping out.

Over the last four years of study, the dropout rate has shown a slight downward trend. This trend, if it continues to be observed in future cohort studies, could result in meaningful decreases in the dropout rate. Taken as a whole, the results of the cohort studies indicate that while students are taking longer to complete their education, they are completing it. The implications of these findings are that the holding power of the schools

is increasing slowly. Future cohort studies will enable OREA to determine if these emerging trends continue in successive years.

Results of the five Special Education Classes studied so far have shown that after four years of high school, the majority of students (over 55 percent in the Special Education Class of 1990) remain enrolled in school. Special education students, however, are more likely to stay in school until they are 21 years old because of their specific rights, mandates, and program goals. The four-year dropout rate among special education students is higher than that of the their general education counterparts.

APPENDIX A

DEFINITION OF THE COHORTS

DEFINITION OF THE COHORTS

General Education:

Students in the Class of 1990 were in one of the following categories:

- First-time entrants into the ninth-grade during the 1986-87 school year. Students retained in the ninth grade from the previous school year (i.e., 1985-86) are *not* included in the Class of 1990.
- Students who transferred into the New York City school system in the tenth grade during the 1987-88 school year.
- Students who transferred into the New York City school system in the eleventh grade during the 1988-89 school year.
- Students who transferred into the New York City school system in the twelfth grade during the 1989-90 school year.

Based on the usual four-year high school sequence, all of these students were expected to graduate by June, 1990. Similarly, membership in the Class of 1991 was based on a student being on one of the following categories:

- First-time entrants into the ninth-grade during the 1987-88 school year. Students retained in the ninth grade from the previous school year (i.e., 1986-87) are *not* included in the Class of 1991.
- Students who transferred into the New York City school system in the tenth grade during the 1988-89 school year.
- Students who transferred into the New York City school system in the eleventh grade during the 1989-90 school year.

Students who enter the school system as twelfth graders during the 1990-91 school year will be included in as part of the Class of 1991 cohort in the next report. Finally, the Class of 1992 consisted of students in the following categories:

- First-time entrants into the ninth-grade during the 1988-89 school year. Students retained in the ninth grade from the previous school year (i.e., 1987-88) are *not* included in the Class of 1992.

- Students who transferred into the New York City school system in the tenth grade during the 1989-90 school year.

The Class of 1992 will eventually include students who transferred into the school system in eleventh grade in 1990-91 or twelfth grade in 1991-92.

Special Education:

Since special education classes are often ungraded, age, rather than grade, was used to determine class membership. The following criteria were used to determine membership is a particular special education class:

- Special Education Class of 1990: students in a special school (District 75) or in a self-contained special education class during the 1986-87 school year and who were born in 1972.

- Special Education Class of 1991: students in a special school (District 75) or in a self-contained special education class during the 1987-88 school year and who were born in 1973.

- Special Education Class of 1992: students in a special school (District 75) or in a self-contained special education class during the 1988-89 school year and who were born in 1974.

Students were *not* added to the cohorts after the initial year. Further, students in resource room classes were included in the general education cohorts.

APPENDIX B

SCHOOL-LEVEL ANALYSES FOR THE CLASS OF 1990

TABLE B-1

Outcomes for the Class of 1990 by School and Superintendency
(Numbers of Students)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Art & Design	85	182	18	32	317
A. Philip Randolph	43	194	9	26	272
Chelsea	29	90	22	23	164
Fashion Industries	96	223	79	58	456
F. H. LaGuardia	152	361	34	51	598
George Washington	372	191	301	131	995
Graphic & Comm Arts	115	143	84	63	405
Humanities	94	315	75	118	602
Julia Richman	227	208	241	96	772
Louis D. Brandeis	244	226	205	151	826
Mabel Dean Bacon	76	135	54	29	294
Man. Comp. Night School	65	4	38	4	111
Martin Luther King, Jr.	195	232	165	75	667
Math & Science	63	112	12	26	213
Murry Bergtraum	132	367	55	73	627
Norman Thomas	154	273	52	30	509
Park West	222	276	202	98	798
Seward Park	322	295	239	132	988
Stuyvesant	77	650	1	23	751
Washington Irving	199	244	142	94	679
Manhattan	2,962	4,721	2,028	1,333	11,044

TABLE B-1
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Adlai E. Stevenson	468	311	280	136	1,195
Alfred E. Smith	79	93	43	23	238
Bronx H.S. of Science	85	398	3	45	531
Christopher Columbus	199	311	140	122	772
DeWitt Clinton	380	309	251	152	1,092
Evander Childs	278	222	179	184	863
Grace Dodge	91	161	60	83	395
Harry S. Truman	179	274	56	122	631
Herbert Lehman	156	237	121	77	591
James Monroe	206	170	131	119	626
Jane Addams	115	144	74	51	384
John F. Kennedy	489	407	218	179	1,293
Morris	149	138	123	94	504
Samuel Gompers	81	80	37	58	256
South Bronx	58	60	76	55	249
Theodore Roosevelt	260	136	235	359	990
Walton	269	173	196	133	771
William H. Taft	174	171	181	187	713
Bronx	3,716	3,795	2,404	2,179	12,094

TABLE B-1
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Bushwick	169	120	138	173	600
Canarsie	164	209	34	82	489
Clara Barton	135	370	34	41	580
East New York	50	66	37	37	190
Edward R. Murrow	126	480	27	81	714
Erasmus Hall	257	222	130	180	789
Franklin D. Roosevelt	249	478	156	229	1,112
George W. Wingate	202	352	136	187	877
Harry Van Arsdale	22	1	1	5	29
James Madison	120	387	33	74	614
John Dewey	196	303	29	47	575
Midwood	78	546	34	66	724
New Utrecht	179	314	92	95	680
NYC Vocational	124	121	30	3	278
Paul Robeson	49	154	9	20	232
Prospect Heights	251	191	186	118	746
Samuel J. Tilden	239	276	123	138	776
Sheepshead Bay	192	356	87	110	745
South Shore	154	409	61	103	727
Thomas Jefferson	127	93	157	86	463
William H. Maxwell	34	113	33	38	218
Brooklyn	3,117	5,561	1,567	1,913	12,158

TABLE B-1
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Abraham Lincoln	191	284	106	74	655
Automotive	113	103	76	66	358
Boys and Girls	213	308	294	126	941
Brooklyn Technical	206	710	20	110	1,046
Curtis	114	178	52	48	392
Eastern District	297	179	268	184	928
Fort Hamilton	208	316	227	140	891
George Westinghouse	148	144	46	46	384
H.S. of Telecom. Arts	52	190	22	51	315
John Jay	464	262	151	150	1,027
Lafayette	217	320	154	77	768
New Dorp	111	347	103	66	627
Port Richmond	69	316	47	65	497
Ralph McKee	41	88	20	22	171
Sarah J. Hale	149	181	116	87	533
Staten Island Technical	0	55	0	11	66
Susan E. Wagner	98	390	60	78	626
Tottenville	106	590	106	90	892
William E. Grady	110	107	38	78	333
BASIS	2,907	5,068	1,906	1,569	11,450

TABLE B-1
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Andrew Jackson	213	198	99	153	663
August Martin	90	214	30	52	386
Aviation	173	156	27	36	392
Bayside	227	308	39	115	689
Beach Channel	160	217	98	80	555
Benjamin Cardozo	90	647	27	112	876
Far Rockaway	120	206	119	79	524
Flushing	173	229	87	105	594
Forest Hills	123	501	85	151	860
Francis Lewis	176	355	71	90	692
Franklin K. Lane	285	434	294	165	1,178
Grover Cleveland	152	397	69	88	706
Hillcrest	321	505	92	159	1,077
Jamaica	160	363	50	115	688
John Adams	151	323	98	131	703
John Bowne	140	339	63	143	685
Long Island City	146	300	76	120	642
Martin Van Buren	107	413	35	76	631
Newtown	269	405	136	244	1,054
Queens Vocational	104	108	47	24	283
Richmond Hill	88	213	85	85	471
Springfield Gardens	167	172	55	104	498
Thomas A. Edison	112	187	28	46	373
Townsend Harris	9	168	0	4	181
William C. Bryant	233	447	127	177	984
Queens	3,989	7,805	1,937	2,654	16,385

TABLE B-1
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Bronx Regional	110	30	29	12	181
Brooklyn College Academy	42	22	8	11	83
Career Employment Center	43	27	74	23	167
Central Park East	1	0	0	1	2
City-as-School	194	135	43	15	387
Concord	40	23	32	10	105
Hostos-Lincoln Academy	25	29	2	13	69
H.S. Redirection	119	39	175	26	359
International School	64	42	10	30	146
Island Academy	88	12	77	34	211
Liberty	56	3	25	43	127
Lower East Side Prep	99	70	64	41	274
Middle College	59	37	39	26	161
Pacific	122	9	30	16	177
Park East	41	22	56	32	151
Phoenix Academy	50	5	18	16	89
Satellite Academy	193	77	123	14	407
Street Academy	32	18	21	9	80
University Heights	56	26	17	26	125
West Side	114	46	65	16	241
Alternative High Schools	1,548	672	908	414	3,542

TABLE B-1
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Auxiliary Services-Bronx	136	116	419	7	678
Auxillary Services-B'klyn	333	374	682	6	1,395
Auxillary Services-Man.	273	253	580	11	1,117
Auxillary Services-Queens	372	501	650	10	1,533
Auxillary Services-S.I.	124	87	143	2	356
Bed-Stuy Outreach	93	26	154	19	292
Bronx Comp. Night School	18	1	0	0	19
Bronx Outreach Learn. Ctr.	38	4	130	10	182
Bushwick Outreach	106	23	41	15	185
Center for Continuing Ed.	22	4	25	10	61
Community School for Comp.	14	2	27	4	47
GED at Bed-Stuy Outreach	10	4	17	2	33
GED at Bronx Outreach	27	43	73	3	146
GED at Bushwick Outreach	7	3	12	2	24
GED at Island Academy	5	0	1	2	8
GED at Lower Man. Outreach	32	37	40	3	112
GED at Springfield Gdns.	3	1	0	4	8
GED at C. Columbus	9	19	18	0	46
GED at J. Dewey	12	17	1	3	33
GED at Erasmus Hall	1	29	54	1	85
GED at Evander Childs	23	8	2	0	33
GED at J. Madison	6	37	16	0	59
GED at E.R. Murrow	8	36	11	3	58
GED at T. Roosevelt	16	13	4	9	42
GED at S. Gompers	5	0	0	0	5

TABLE B-1
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
GED at S.J. Hale	8	36	11	3	58
GED at Queens Outreach	15	47	24	5	91
GED at A.E. Smith	10	0	12	3	25
GED at A. Stevenson	19	8	17	1	45
GED at W.H. Taft	0	12	32	2	46
GED at Upper Man. Outreach	22	25	35	1	83
Ida B. Wells	25	8	29	6	68
Literacy Academy-Brooklyn	30	0	42	5	77
Literacy Center-Bronx	16	0	38	2	56
Lower Manhattan Outreach	20	3	42	4	69
Martha Neilson School	19	3	47	12	81
Mid Manhattan Outreach	4	0	4	7	15
Offsite Ed. Serv.-Bronx	93	31	83	13	220
Offsite Ed. Serv.-B'klyn	170	32	112	17	331
Offsite Ed. Serv.-Man.	131	28	93	28	280
Offsite Out-of-City (Man.)	20	31	47	40	138
Offsite Ed. Serv.(Rosewood)	9	0	4	9	22
Offsite Ed. Serv.-Queens	109	36	41	12	198
Offsite (Rikers Island)	105	15	0	67	187
Offsite Ed. Serv.-S.I.	18	3	8	1	30
Queens Outreach	64	24	87	18	193
Teen Aid H.S.	12	2	24	12	50
Upper Man. Outreach	52	28	69	6	155
Retrieval Programs	2,664	2,010	4,001	400	9,075

TABLE B-2

Percentage Outcomes for the Class of 1990
by School and Superintendency

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Art & Design	26.8%	57.4%	5.7%	10.1%	317
A. Philip Randolph	15.8	71.3	3.3	9.6	272
Chelsea	17.7	54.9	13.4	14.0	164
Fashion Industries	21.1	48.9	17.3	12.7	456
F. H. LaGuardia	25.4	60.4	5.7	8.5	598
George Washington	37.4	19.2	30.3	13.2	995
Graphic & Comm. Arts	28.4	35.3	20.7	15.6	405
Humanities	15.6	52.3	12.5	19.6	602
Julia Richman	29.4	26.9	31.2	12.4	772
Louis D. Brandeis	29.5	27.4	24.8	18.3	826
Mabel Dean Bacon	25.9	45.9	18.4	9.9	294
Man. Comp. Night School	58.6	3.6	34.2	3.6	111
Martin Luther King, Jr.	29.2	34.8	24.7	11.2	667
Math & Science	29.6	52.6	5.6	12.2	213
Murry Bergtraum	21.1	58.5	8.8	11.6	627
Norman Thomas	30.3	53.6	10.2	5.9	509
Park West	27.8	34.6	25.3	12.3	798
Seward Park	32.6	29.9	24.2	13.4	988
Stuyvesant	10.3	86.6	0.1	3.1	751
Washington Irving	29.3	35.9	20.9	13.8	679
Manhattan	26.8%	42.7%	18.4%	12.1%	11,044

TABLE B-2
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Adlai E. Stevenson	39.2%	26.0%	23.4%	11.4%	1,195
Alfred E. Smith	33.2	39.1	18.1	9.7	238
Bronx H.S. of Science	16.0	75.0	0.6	8.5	531
Christopher Columbus	25.8	40.3	18.1	15.8	772
DeWitt Clinton	34.8	28.3	23.0	13.9	1,092
Evander Childs	32.2	25.7	20.7	21.3	863
Grace Dodge	23.0	40.8	15.2	21.0	395
Harry S. Truman	28.4	43.4	8.9	19.3	631
Herbert Lehman	26.4	40.1	20.5	13.0	591
James Monroe	32.9	27.2	20.9	19.0	626
Jane Addams	29.9	37.5	19.3	13.3	384
John F. Kennedy	37.8	31.5	16.9	13.8	1,293
Morris	29.6	27.4	24.4	18.7	504
Samuel Gompers	31.6	31.3	14.5	22.7	256
South Bronx	23.3	24.1	30.5	22.1	249
Theodore Roosevelt	26.3	13.7	23.7	36.3	990
Walton	34.9	22.4	25.4	17.3	771
William H. Taft	24.4	24.0	25.4	26.2	713
Bronx	30.7%	31.4%	19.9%	18.0%	12,094

TABLE B-2
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Bushwick	28.2%	20.0%	23.0%	28.8%	600
Canarsie	33.5	42.7	7.0	16.8	489
Clara Barton	23.3	63.8	5.9	7.1	580
East New York	26.3	34.7	19.5	19.5	190
Edward R. Murrow	17.6	67.2	3.8	11.3	714
Erasmus Hall	32.6	28.1	16.5	22.8	789
Franklin D. Roosevelt	22.4	43.0	14.0	20.6	1,112
George W. Wingate	23.0	40.1	15.5	21.3	877
Harry Van Arsdale	75.9	3.4	3.4	17.2	29
James Madison	19.5	63.0	5.4	12.1	614
John Dewey	34.1	52.7	5.0	8.2	575
Midwood	10.8	75.4	4.7	9.1	724
New Utrecht	26.3	46.2	13.5	14.0	680
NYC Vocational	44.6	43.5	10.8	1.1	278
Paul Robeson	21.1	66.4	3.9	8.6	232
Prospect Heights	33.6	25.6	24.9	15.8	746
Samuel J. Tilden	30.8	35.6	15.9	17.8	776
Sheepshead Bay	25.8	47.8	11.7	14.8	745
South Shore	21.2	56.3	8.4	14.2	727
Thomas Jefferson	27.4	20.1	33.9	18.6	463
William H. Maxwell	15.6	51.8	15.1	17.4	218
Brooklyn	25.6%	45.7%	12.9%	15.7%	12,158

TABLE B-2
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Abraham Lincoln	29.2%	43.4%	16.2%	11.3%	655
Automotive	31.6	28.8	21.2	18.4	358
Boys and Girls	22.6	32.7	31.2	13.4	941
Brooklyn Technical	19.7	67.9	1.9	10.5	1,046
Curtis	29.1	45.4	13.3	12.2	392
Eastern District	32.0	19.3	28.9	19.8	928
Fort Hamilton	23.3	35.5	25.5	15.7	891
George Westinghouse	38.5	37.5	12.0	12.0	384
H. S. of Telecom. Arts	16.5	60.3	7.0	16.2	315
John Jay	45.2	25.5	14.7	14.6	1,027
Lafayette	28.3	41.7	20.1	10.0	768
New Dorp	17.7	55.3	16.4	10.5	627
Port Richmond	13.9	63.6	9.5	13.1	497
Ralph McKee	24.0	51.5	11.7	12.9	171
Sarah J. Hale	28.0	34.0	21.8	16.3	533
Staten Island Technical	0.0	83.3	0.0	16.7	66
Susan Wagner	15.7	62.3	9.6	12.5	626
Tottenville	11.9	66.1	11.9	10.1	892
William E. Grady	33.0	32.1	11.4	23.4	333
BASIS	25.4%	44.3%	16.7%	13.7%	11,450

TABLE B-2
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Andrew Jackson	32.1%	29.9%	14.9%	23.1%	663
August Martin	23.3	55.4	7.8	13.5	386
Aviation	44.1	39.8	6.9	9.2	392
Bayside	32.9	44.7	5.7	16.7	689
Beach Channel	28.8	39.1	17.7	14.4	555
Benjamin Cardozo	10.3	73.9	3.1	12.8	876
Far Rockaway	22.9	39.3	22.7	15.1	524
Flushing	29.1	38.6	14.6	17.7	594
Forest Hills	14.3	58.3	9.9	17.6	860
Francis Lewis	25.4	51.3	10.3	13.0	692
Franklin K. Lane	24.2	36.8	25.0	14.0	1,178
Grover Cleveland	21.5	56.2	9.8	12.5	706
Hillcrest	29.8	46.9	8.5	14.8	1,077
Jamaica	23.3	52.8	7.3	16.7	688
John Adams	21.5	45.9	13.9	18.6	703
John Bowne	20.4	49.5	9.2	20.9	685
Long Island City	22.7	46.7	11.8	18.7	642
Martin Van Buren	17.0	65.5	5.5	12.0	631
Newtown	25.5	38.4	12.9	23.1	1,054
Queens Vocational	36.7	38.2	16.6	8.5	283
Richmond Hill	18.7	45.2	18.0	18.0	471
Springfield Gardens	33.5	34.5	11.0	20.9	491
Thomas A. Edison	30.0	50.1	7.5	12.3	373
Townsend Harris	5.0	92.8	0.0	2.2	181
William C. Bryant	23.7	45.4	12.9	18.0	984
Queens	24.3%	47.6%	11.8%	16.2%	16,385

TABLE B-2
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Bronx Regional	60.8%	16.6%	16.0%	6.6%	181
Brooklyn College Academy	50.6	26.5	9.6	13.3	83
Career Employment Center	25.7	16.2	44.3	13.8	167
Central Park East	50.0	0.0	0.0	50.0	2
City-as-School	50.1	34.9	11.1	3.9	387
Concord	38.1	21.9	30.5	9.5	105
Hostos-Lincoln Academy	36.2	42.0	2.9	18.8	69
H.S. Redirection	33.1	10.9	48.7	7.2	359
International School	43.8	28.8	6.8	20.5	146
Island Academy	41.7	5.7	36.5	16.1	211
Liberty	44.1	2.4	19.7	33.9	127
Lower East Side Prep	36.1	25.5	23.4	15.0	274
Middle College	36.6	23.0	24.2	16.1	161
Pacific	68.9	5.1	16.9	9.0	177
Park East	27.2	14.6	37.1	21.2	151
Phoenix Academy	56.2	5.6	20.2	18.0	89
Satellite Academy	47.4	18.9	30.2	3.4	407
Street Academy	40.0	22.5	26.3	11.3	80
University Heights	44.8	20.8	13.6	20.8	125
West Side	47.3	19.1	27.0	6.6	241
Alternative High Schools	43.7%	19.0%	25.6%	11.7%	3,542

TABLE B-2
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
Auxillary Services-Bronx	20.1%	17.1%	61.8%	1.0%	678
Auxillary Services-B'klyn	23.9	26.8	48.9	0.4	1,395
Auxiliary Services-Man.	24.4	22.6	51.9	1.0	1,117
Auxillary Services-Queens	24.3	32.7	42.4	0.7	1,533
Auxillary Services-S.I.	34.8	24.4	40.2	0.6	356
Bed-Stuy Outreach	31.8	8.9	52.7	6.5	292
Bronx Comp. Night School	94.7	5.3	0.0	0.0	19
Bronx Outreach Learn. Ctr.	20.9	2.0	71.4	5.5	182
Bushwick Outreach	57.3	12.4	22.2	8.1	185
Center for Cont. Educ.	36.1	6.6	41.0	16.4	61
Community Sch. for Comp Ed	29.8	4.3	57.4	8.5	47
GED at Bed-Stuy Outreach	30.3	12.1	51.5	6.1	33
GED at Bronx Outreach	18.5	29.5	50.0	2.1	146
GED at Bushwick Outreach	29.2	12.5	50.0	8.3	24
GED at Island Academy	62.5	0.0	12.5	25.0	8
GED at Lower Man. Outreach	28.6	33.0	35.7	2.7	112
GED at Springfield Gardens	37.5	12.5	0.0	50.0	8
GED at C. Columbus	19.6	41.3	39.1	0.0	46
GED at J. Dewey	36.4	51.5	3.0	9.1	33
GED at Erasmus Hall	1.2	34.1	63.5	1.2	85
GED at Evander Childs	69.7	24.2	6.1	0.0	33
GED at J. Madison	10.2	62.7	27.1	0.0	59
GED at E.R. Murrow	13.8	62.1	19.0	5.2	58
GED at T. Roosevelt	38.1	31.0	9.5	21.4	42
GED at S. Gompers	100.0	0.0	0.0	0.0	5

TABLE B-2
(continued)

School	*Still Enrolled*	*Graduated*	*Dropouts*	*Discharged*	*Total*
GED at S.J. Hale	13.8	62.1	19.0	5.2	58
GED at Queens Outreach	16.5	51.6	26.4	5.5	91
GED at A.E. Smith	40.0	0.0	48.0	12.0	25
GED at A. Stevenson	42.2	17.8	37.8	2.2	45
GED at W.H. Taft	0.0	26.1	69.6	4.3	46
GED Upper Man. Outreach	26.5	30.1	42.2	1.2	83
Ida B. Wells	36.8	11.8	42.6	8.8	68
Literacy Academy-B'klyn	39.0	0.0	54.5	6.5	77
Literacy Center-Bronx	28.6	0.0	67.9	3.6	56
Lower Manhattan Outreach	29.0	4.3	60.9	5.8	69
Martha Neilson School	23.5	3.7	58.0	14.8	81
Mid Manhattan Outreach	26.7	0.0	26.7	46.7	15
Offsite Ed. Sevices-Bronx	42.3	14.1	37.7	5.9	220
Offsite Ed. Services-B'klyn	51.4	9.7	33.8	5.1	331
Offsite Ed. Services-Man.	46.8	10.0	33.2	10.0	280
Offsite Out-of-City-Man.	14.5	22.9	34.1	29.0	138
Offsite Ed. Serv.(Rosewood)	40.9	0.0	18.2	40.9	22
Offsite Ed. Services-Qns	55.1	18.2	20.7	6.1	198
Offsite (Rikers Island)	56.1	8.0	0.0	35.8	187
Offsite Ed. Services-S.I.	60.0	10.0	26.7	3.3	30
Queens Outreach	33.2	12.4	45.1	9.3	193
Teen Aid H. S.	24.0	4.0	48.0	24.0	50
Upper Manhattan Outreach	33.5	18.1	44.5	3.9	155
Retrieval Programs	29.4%	22.1%	44.1%	4.4%	9,075

APPENDIX C

ADDITIONAL INFORMATION ABOUT COURSES PASSED AND CREDITS EARNED TOWARDS HIGH SCHOOL GRADUATION

TABLE C-1

Total Number of Credits Earned Towards Graduation, Fall, 1986 through Spring, 1990, for the Class of 1990, by Student Outcome for Students Entering the Cohort as First-Time Ninth-Graders in 1986-87

Number of Credits Earned Towards Graduation	Student Outcome			
	Graduate or G.E.D. (N = 26,043)	Dropout (N = 11,597)	Discharged (N = 6,813)	Still Enrolled (N = 17,359)
0.1 to 10 Credits	6.5%	66.7%	57.6%	16.3%
10.1 to 20 Credits	8.0	28.8	34.9	26.4
20.1 to 30 Credits	29.6	4.3	7.3	45.3
30.1 to 40 Credits	55.9	0.2	0.2	12.0
Total	100.0%	100.0%	100.0%	100.0%

Note: Generally, a total of 40 credits is needed for graduation. However, because of differential credit allocations among high schools, there is no single criterion for the number of credits needed for graduation at this time.

- As expected, the majority of graduates have the necessary number of credits needed to receive their high school diploma. Graduates with fewer than 20 credits tend to be those receiving a G.E.D.

- Over 90 percent of the students who became dropouts received fewer than 20 credits. Since most of the students who dropped out did so during the 1988-89 or 1989-90 school year, these findings indicate that these students after made virtually no progress towards graduation, even after three or four years in high school.

- Almost 60 percent of the still enrolled students have over 20 credits, indicating that they are making progress towards graduation. The remaining students (i.e., those with fewer than 20 credits) are at serious risk for subsequently becoming dropouts.

TABLE C-2

Total Number of Credits Earned Towards Graduation, Fall, 1986 through Spring, 1990, for the Class of 1990, by Student Outcome for Students Entering the Cohort as First-Time Tenth-Graders in 1987-88

Number of Credits Earned Towards Graduation	Student Outcome			
	Graduate or G.E.D. (N = 1,625)	Dropout (N = 567)	Discharged (N = 668)	Still Enrolled (N = 1,263)
0.1 to 10 Credits	8.6%	64.4%	59.3%	14.1%
10.1 to 20 Credits	17.0	31.0	35.2	34.2
20.1 to 30 Credits	45.8	4.4	5.5	45.7
30.1 to 40 Credits	28.6	0.2	0.0	6.0
Total	100.0%	100.0%	100.0%	100.0%

Note: Generally, a total of 40 credits is needed for graduation. However, because of differential credit allocations among high schools, there is no single criterion for the number of credits needed for graduation at this time.

- The results for the first-time tenth-graders entering during the 1987-88 school year are similar to those observed for the first-time ninth-graders. However, because transfer credits, from school systems outside New York City, are **not** placed on the computerized data base, these tenth-graders only appear to be earning fewer credits.

APPENDIX D

FINAL SCHOOL-LEVEL ANALYSES FOR THE CLASS OF 1987

TABLE D-1

Final Outcomes for the Class of 1987
by School and Superintendency

School	Percent of: *Graduates*	*Dropouts* *	*Discharged*	Total N
A. Philip Randolph	76.0%	11.1%	12.9%	342
Chelsea	63.7	25.1	11.2	215
Fashion Industries	65.4	21.1	13.5	370
F. H. LaGuardia	84.6	5.0	10.5	641
George Washington	40.0	46.0	14.0	874
Graphic Communication Arts	57.3	33.8	8.8	396
Humanities	58.9	12.2	28.9	401
H. S. of Art & Design	79.3	12.0	8.7	415
Julia Richman	47.9	41.4	10.6	847
Louis D. Brandeis	47.0	38.5	14.5	753
Mabel Dean Bacon	72.7	19.0	8.3	289
Martin Luther King, Jr.	54.9	35.3	9.8	561
Math and Science	82.1	7.1	10.8	240
Murry Bergtraum	79.1	11.7	9.3	712
Norman Thomas	77.9	17.1	5.0	715
Park West	43.6	43.7	12.7	684
Seward Park	53.7	33.0	13.2	1,042
Stuyvesant	92.6	0.9	6.6	698
Washington Irving	54.1	32.6	13.3	678
Manhattan	62.4%	26.0%	11.6%	10,873

* Dropouts includes students who were still enrolled in school and students whose status was unknown, as of June 30, 1990.

Note: Percentages may not add to 100.0 percent due to rounding.

TABLE D-1
(continued)

School	Percent of: *Graduates*	*Dropouts* *	*Discharged*	Total N
Adlai E. Stevenson	50.5%	32.9%	16.6%	1,200
Alfred E. Smith	72.5	16.9	10.7	356
Bronx H. S. of Science	90.1	2.9	6.9	781
Christopher Columbus	59.8	28.0	12.0	868
DeWitt Clinton	47.6	38.9	13.5	1,151
Evander Childs	48.6	35.6	15.8	862
Grace H. Dodge	56.2	27.0	16.9	534
Harry S. Truman	72.3	13.7	14.0	621
Herbert H. Lehman	68.4	23.3	8.3	613
James Monroe	40.8	42.2	16.9	561
Jane Addams	62.1	31.0	6.9	248
John F. Kennedy	59.7	26.2	14.1	1,580
Morris	35.6	41.0	23.4	500
Samuel Gompers	57.5	28.9	13.6	339
South Bronx	37.6	43.8	18.6	258
Theodore Roosevelt	31.6	44.9	23.4	1,046
Walton	53.7	30.8	15.5	883
William H. Taft	35.6	46.0	18.4	837
Bronx	53.8%	31.1%	15.1%	13,238

* Dropouts includes students who were still enrolled in school and students whose status was unknown, as of June 30, 1990.

Note: Percentages may not add to 100.0 percent due to rounding.

TABLE D-1
(continued)

School	Percent of: *Graduates*	*Dropouts* *	*Discharged*	Total N
Bushwick	37.0%	43.9%	19.0%	651
Canarsie	73.7	12.8	13.5	594
Clara Barton	77.9	13.0	9.0	598
East New York	41.0	41.0	18.0	283
Edward R. Murrow	90.1	2.7	7.2	664
Erasmus Hall	53.0	32.3	14.7	1,114
Franklin D. Roosevelt	60.5	18.0	21.5	1,034
George W. Wingate	53.4	29.2	17.4	740
Harry Van Arsadale	N/A	N/A	N/A	0
James Madison	69.6	16.7	13.7	852
John Dewey	81.8	8.6	9.6	898
Midwood	85.1	6.9	8.0	665
New Utrecht	67.1	20.8	12.1	865
Paul Robeson H. S.	0.0	100.0	0.0	2
Prospect Heights	45.4	34.2	20.4	584
Samuel J. Tilden	65.2	21.6	13.2	773
Sheepshead Bay	65.5	22.0	12.5	577
South Shore	73.5	11.4	15.2	957
Thomas Jefferson	34.3	48.4	17.3	463
William H. Maxwell	67.7	23.2	9.1	375
Brooklyn	64.7%	21.3%	14.1%	12,689

* Dropouts includes students who were still enrolled in school and students whose status was unknown, as of June 30, 1990.

Note: Percentages may not add to 100.0 percent due to rounding.

TABLE D-1
(continued)

School	Percent of: *Graduates*	*Dropouts* *	*Discharged*	Total N
Abraham Lincoln	66.7%	20.8%	12.4%	571
Automotive	49.4	39.0	11.6	310
Boys and Girls	38.8	50.6	10.6	944
Brooklyn Technical	83.1	5.2	11.6	919
Curtis	68.5	16.5	15.0	448
Eastern District	36.3	44.3	19.4	1,178
Eli Whitney	48.1	38.2	13.8	283
Fort Hamilton	59.0	29.9	11.1	1,029
George Westinghouse	67.9	21.9	10.2	430
H. S. of Teleco. Arts	20.0	70.0	10.0	10
John Jay	46.2	41.1	12.7	708
Lafayette	57.3	28.0	14.7	658
New Dorp	76.1	16.1	7.8	844
Port Richmond	74.3	13.8	11.9	658
Ralph McKee	58.8	26.1	19.1	119
Sarah J. Hale	37.1	49.7	13.2	688
Staten Island Technical	100.0	0.0	0.0	62
Susan E. Wagner	78.0	11.9	10.1	664
Tottenville	79.6	10.7	9.7	942
William E. Grady	67.7	19.4	12.4	372
BASIS	60.6%	27.1%	12.3%	11,837

* Dropouts includes students who were still enrolled in school and students whose status was unknown, as of June 30, 1990.

Note: Percentages may not add to 100.0 percent due to rounding.

TABLE D-1
(continued)

School	Percent of: *Graduates*	*Dropouts* *	*Discharged*	Total N
Andrew Jackson	51.4%	30.9%	17.7%	803
August Martin	78.4	13.2	8.3	515
Aviation	78.2	13.2	8.6	463
Bayside	75.2	9.5	15.3	737
Beach Channel	58.4	24.9	16.7	538
Benjamin Cardozo	75.3	9.8	14.9	693
Far Rockaway	51.0	31.0	18.0	672
Flushing	60.5	16.4	23.1	727
Forest Hills	77.1	12.7	10.2	961
Francis Lewis	72.0	15.3	12.7	583
Franklin K. Lane	54.8	34.2	11.0	1,175
Grover Cleveland	65.5	24.0	10.5	996
Hillcrest	68.2	18.2	13.6	1,001
Jamaica	69.0	11.0	20.0	791
John Adams	65.4	21.0	13.6	780
John Bowne	69.3	12.2	18.5	847
Long Island City	52.8	29.1	18.1	557
Martin van Buren	79.7	8.8	11.6	580
Newtown	64.6	16.5	19.0	1,312
Queens Vocational	65.6	24.1	10.3	349
Richmond Hill	59.1	25.0	15.9	548
Springfield Gardens	60.8	22.3	17.0	696
Thomas A. Edison	65.0	24.3	10.7	469
Townsend Harris	0.0	0.0	100.0	1
William C. Bryant	60.4	25.0	14.9	991
Queens	65.3%	19.9%	14.8%	17,785

* Dropouts includes students who were still enrolled in school and students whose status was unknown, as of June 30, 1990.

Note: Percentages may not add to 100.0 percent due to rounding.

TABLE D-1
(continued)

School	Percent of: *Graduates*	*Dropouts* *	*Discharged*	Total N
Bronx Regional	40.1%	50.5%	9.3%	182
Brooklyn College Academy	66.7	26.7	6.7	15
City-as-School	73.5	19.5	7.0	472
Concord	57.1	33.7	9.2	98
H.S. of Redirection	25.2	66.2	8.6	361
International H.S.	20.0	0.0	80.0	5
Liberty H.S.	N/A	N/A	N/A	0
Lower East Side Prep	36.3	46.0	17.7	322
Middle College	60.0	28.6	11.4	175
NYC Vocational Center	67.6	29.4	2.9	34
Pacific	39.9	44.1	16.0	188
Park East	30.9	51.3	17.8	152
Phoenix School	50.5	46.8	2.7	111
Satellite Academy	58.3	38.4	3.3	458
Street Academy	37.7	55.1	7.2	69
University Heights	50.0	43.8	6.3	16
West Side	43.1	47.6	9.3	290
Alternative High Schools	48.4%	42.1%	9.5%	2,948

* Dropouts includes students who were still enrolled in school and students whose status was unknown, as of June 30, 1990.

Note: Percentages may not add to 100.0 percent due to rounding.

APPENDIX E

FOUR-YEAR GRADUATION AND DROPOUT RATES FOR THE CLASSES OF 1986, 1987, 1988, 1989, AND 1990, BY SCHOOL

TABLE E-1

Four-Year Graduation Rate for the
Classes of 1986, 1987, 1988, 1989, and 1990

	Class of:				
School	1986	1987	1988	1989	1990
Art & Design	57.2%	69.9%	68.2%	63.6%	57.4%
A. Philip Randolph	74.7	63.5	66.6	62.9	71.3
Chelsea	44.4	46.5	45.6	41.2	54.9
Fashion Industries	63.8	51.1	44.7	20.3	48.9
F. H. LaGuardia	60.8	68.0	61.2	66.0	60.4
George Washington	23.1	21.3	17.4	21.3	19.2
Graphic & Comm. Arts	37.5	35.4	34.0	38.8	35.3
Humanities	48.6	45.9	50.6	52.5	52.3
Julia Richman	31.8	30.6	31.6	30.3	26.9
Louis D. Brandeis	23.9	24.3	29.5	26.5	27.4
Mabel Dean Bacon	63.4	50.9	53.7	47.2	45.9
Man. Comp. Night School	N/A	N/A	N/A	N/A	3.6
Martin Luther King, Jr.	27.6	38.0	33.9	28.7	34.8
Math & Science	74.4	68.3	57.8	57.3	52.6
Murry Bergtraum	69.6	62.6	68.2	70.5	58.5
Norman Thomas	57.7	62.0	53.1	51.4	53.6
Park West	34.2	28.2	35.2	38.2	34.6
Seward Park	37.6	34.9	30.6	32.7	29.9
Stuyvesant	84.3	83.1	82.8	83.9	86.6
Washington Irving	32.6	39.2	35.6	35.1	35.9
Manhattan	44.9%	46.0%	45.5%	43.1%	42.7%

TABLE E-1
(continued)

School	Class of: 1986	1987	1988	1989	1990
Adlai E. Stevenson	36.7%	34.3%	35.8%	33.3%	26.0%
Alfred E. Smith	37.1	30.9	35.8	37.8	39.1
Bronx H.S. of Science	83.6	80.9	67.6	79.5	75.0
Christopher Columbus	44.7	43.9	41.3	42.2	40.3
DeWitt Clinton	11.8	27.8	23.9	30.5	28.3
Evander Childs	31.5	29.8	29.5	29.0	25.7
Grace Dodge	58.5	44.8	45.7	46.1	40.8
Harry S. Truman	46.4	51.9	47.5	45.6	43.4
Herbert Lehman	50.5	51.4	50.1	47.8	40.1
James Monroe	25.7	4.5*	26.6	24.2	27.2
Jane Addams	56.4	51.2	47.7	35.8	37.5
John F. Kennedy	34.7	34.2	29.8	32.5	31.5
Morris	24.9	20.0	22.1	22.6	27.4
Samuel Gompers	41.4	41.0	41.5	42.0	31.3
South Bronx	22.4	17.1	29.4	24.8	24.1
Theodore Roosevelt	21.6	20.4	19.5	13.9	13.7
Walton	32.5	35.2	30.2	26.4	22.4
William H. Taft	22.6	20.5	22.1	24.3	24.0
Bronx	37.2%	35.2%	34.4%	33.9%	31.4%

* Graduation data for this school were incomplete at the time the Class of 1987 Cohort Report was published.

TABLE E-1
(continued)

School	Class of: 1986	1987	1988	1989	1990
Bushwick	22.5%	3.7%*	19.9%	22.3%	20.0%
Canarsie	42.7	49.5	48.0	44.1	42.7
Clara Barton	66.3	63.9	58.0	68.4	63.8
East New York	31.4	25.8	41.5	27.7	34.7
Edward R. Murrow	73.2	78.3	75.9	72.1	67.2
Erasmus Hall	38.7	34.9	35.6	39.0	28.1
Franklin D. Roosevelt	37.7	42.0	45.8	46.3	43.0
George W. Wingate	37.6	17.8	36.7	41.7	40.1
Harry Van Arsdale	N/A	N/A	N/A	0.0	3.4
James Madison	51.4	51.6	58.5	55.0	63.0
John Dewey	62.3	55.6	66.9	57.2	52.7
Midwood	61.5	74.3	72.0	71.9	75.4
New Utrecht	45.6	46.1	43.1	40.6	46.2
NYC Vocational	N/A	38.2	N/A	36.9	43.5
Paul Robeson	3.2	0.0	0.0	66.4	66.4
Prospect Heights	27.9	23.5	26.3	28.5	25.6
Samuel J. Tilden	47.1	45.1	42.2	40.6	35.6
Sheepshead Bay	52.5	45.1	51.4	49.9	47.8
South Shore	49.6	56.1	59.8	58.3	56.3
Thomas Jefferson	25.3	21.4	22.2	21.4	20.1
William H. Maxwell	55.5	54.1	50.0	58.3	51.8
Brooklyn	46.7%	44.6%	48.2%	47.7%	45.7%

* Graduation data for this school were incomplete at the time the Class of 1987 Cohort Report was published.

TABLE E-1
(continued)

School	Class of: 1986	1987	1988	1989	1990
Abraham Lincoln	44.2%	45.5%	44.6%	45.6%	43.4%
Automotive	41.6	31.6	28.6	24.5	28.8
Boys and Girls	24.4	19.9	28.2	28.6	32.7
Brooklyn Technical	75.4	63.5	67.3	63.4	67.9
Curtis	51.5	50.7	48.0	49.1	45.4
Eastern District	27.7	20.5	23.4	23.4	19.3
Eli Whitney	32.3	29.3	45.5	22.2	0.0
Fort Hamilton	49.0	39.8	41.9	42.6	35.5
George Westinghouse	56.3	45.8	44.7	38.9	37.5
H. S. of Telecom. Arts	58.6	20.0	0.0	61.2	60.3
John Jay	27.0	27.1	25.7	26.3	25.5
Lafayette	43.0	35.0	40.3	44.2	41.7
New Dorp	59.5	59.1	56.1	52.7	55.3
Port Richmond	67.3	58.7	60.8	62.3	63.6
Ralph McKee	73.6	5.9*	49.5	57.2	51.5
Sarah J. Hale	11.0	29.8	33.2	33.8	34.0
Staten Island Technical	N/A	98.4	76.7	96.2	83.3
Susan E. Wagner	67.0	64.8	59.1	66.1	62.3
Tottenville	73.5	68.7	74.1	69.5	66.1
William E. Grady	43.8	43.5	40.3	35.0	32.1
BASIS	50.1%	43.2%	45.6%	45.6%	44.3%

* Graduation data for this school were incomplete at the time the Class of 1987 Cohort Report was published.

TABLE E-1
(continued)

School	Class of: 1986	1987	1988	1989	1990
Andrew Jackson	39.9%	36.6%	34.6%	30.8%	29.9%
August Martin	58.7	59.2	54.4	50.8	55.4
Aviation	59.6	45.6	47.9	49.1	39.8
Bayside	54.8	59.0	61.2	56.2	44.7
Beach Channel	46.6	38.3	38.9	41.1	39.1
Benjamin Cardozo	66.5	59.6	66.5	69.2	73.9
Far Rockaway	44.4	36.2	46.4	44.3	39.3
Flushing	47.0	44.2	43.9	39.2	38.6
Forest Hills	64.2	66.7	65.2	61.0	58.3
Francis Lewis	59.8	52.7	52.9	46.9	51.3
Franklin K. Lane	43.0	38.5	36.2	37.6	36.8
Grover Cleveland	50.0	47.9	54.3	54.9	56.2
Hillcrest	51.1	49.9	50.2	46.8	46.9
Jamaica	62.5	54.0	55.6	52.0	52.8
John Adams	41.3	49.8	45.8	49.4	45.9
John Bowne	58.7	55.3	54.1	51.6	49.5
Long Island City	47.0	38.2	43.9	41.5	46.7
Martin Van Buren	60.6	68.8	63.6	63.4	65.5
Newtown	40.7	47.4	38.2	39.0	38.4
Queens Vocational	40.8	43.6	38.6	41.1	38.2
Richmond Hill	41.7	45.1	44.7	49.3	45.2
Springfield Gardens	42.8	35.8	38.0	41.9	34.5
Thomas A. Edison	45.9	45.4	47.7	51.7	50.1
Townsend Harris	N/A	N/A	92.2	90.8	92.8
William C. Bryant	40.6	44.4	45.3	41.2	45.4
Queens	50.5%	48.5%	49.1%	48.2%	47.6%

TABLE E-1
(continued)

School	Class of: 1986	1987	1988	1989	1990
Bronx Regional	27.6%	11.5%	29.4%	15.5%	16.6%
Brooklyn College Academy	N/A	6.7	12.2	15.6	26.5
Career Employment Center	N/A	N/A	N/A	5.2	16.2
Central Park East	N/A	N/A	N/A	N/A	0.0
City-as-School	32.4	29.2	31.7	14.5	34.9
Concord	22.1	25.5	27.2	33.9	21.9
Hostos-Lincoln Academy	N/A	N/A	N/A	N/A	42.0
H.S. Redirection	6.6	10.5	9.9	5.0	10.9
International School	N/A	0.0	59.1	2.2	28.8
Island Academy	5.9	N/A	N/A	6.6	5.7
Liberty	33.3	N/A	N/A	N/A	2.4
Lower East Side Prep	33.6	26.4	19.2	18.6	25.5
Middle College	25.2	34.9	34.2	26.1	23.0
Pacific	11.8	6.4	14.7	9.1	5.1
Park East	11.4	15.1	14.2	6.8	14.6
Phoenix Academy	15.4	18.0	N/A	4.1	5.6
Satellite Academy	25.1	29.3	23.4	13.5	18.9
Street Academy	27.8	24.6	26.2	8.9	22.5
University Heights	N/A	16.0	14.8	26.8	20.8
West Side	16.0	20.0	27.2	17.3	19.1

Note: Due to school reassignments and the creation of new schools, totals for the Alternative High Schools are not comparable from one cohort to another. Therefore, totals for the Alternative High Schools are not given.

TABLE E-2

Four-Year Dropout Rate for the
Classes of 1986, 1987, 1988, 1989, and 1990

	Class of:				
School	1986	1987	1988	1989	1990
Art & Design	7.5%	5.8%	5.8%	7.3%	5.7%
A. Philip Randolph	3.2	5.0	4.8	6.4	3.3
Chelsea	19.6	20.5	24.2	23.0	13.4
Fashion Industries	14.2	20.0	16.9	16.1	17.3
F. H. LaGuardia	5.6	3.1	3.8	3.1	5.7
George Washington	35.2	33.5	33.7	29.7	30.3
Graphic & Comm. Arts	19.2	27.3	26.7	24.0	20.7
Humanities	8.2	9.5	9.9	8.5	12.5
Julia Richman	33.7	31.1	31.7	31.6	31.2
Louis D. Brandeis	31.2	32.1	23.3	28.8	24.8
Mabel Dean Bacon	11.8	12.5	13.8	13.8	18.4
Man. Comp. Night School	N/A	N/A	N/A	20.8	34.2
Martin Luther King, Jr.	36.3	30.1	33.7	35.4	24.7
Math & Science	1.7	3.3	2.5	7.3	5.6
Murry Bergtraum	5.7	8.0	5.4	4.6	8.8
Norman Thomas	7.9	8.7	10.4	14.0	10.2
Park West	25.1	35.2	23.1	20.1	25.3
Seward Park	23.5	22.0	21.6	22.9	24.2
Stuyvesant	1.0	0.6	0.3	0.3	0.1
Washington Irving	24.8	25.5	27.9	27.6	20.9
Manhattan	20.1%	19.3%	17.8%	19.2%	18.4%

TABLE E-2
(continued)

School	Class of: 1986	1987	1988	1989	1990
Adlai E. Stevenson	17.8%	25.2%	30.9%	27.6%	23.4%
Alfred E. Smith	21.8	9.8	19.7	19.0	18.1
Bronx H.S. of Science	1.2	1.0	0.5	0.2	0.6
Christopher Columbus	23.0	22.2	22.8	19.6	18.1
DeWitt Clinton	18.1	29.5	24.8	19.5	23.0
Evander Childs	24.7	29.0	26.1	22.1	20.7
Grace Dodge	15.0	21.3	16.6	14.4	15.2
Harry S. Truman	9.8	11.8	11.9	9.6	8.9
Herbert Lehman	19.4	19.9	17.8	17.4	20.5
James Monroe	32.4	36.0	33.3	32.0	20.9
Jane Addams	19.1	21.4	24.7	29.6	19.3
John F. Kennedy	19.5	20.3	18.3	15.7	16.9
Morris	31.0	36.4	29.1	29.9	24.4
Samuel Gompers	18.6	20.1	21.6	14.4	14.5
South Bronx	29.4	40.7	31.8	35.6	30.5
Theodore Roosevelt	37.6	37.9	32.1	29.1	23.7
Walton	26.3	25.8	23.0	29.8	25.4
William H. Taft	38.0	42.2	33.5	30.3	25.4
Bronx	22.2%	25.2%	23.2%	22.1%	19.9%

TABLE E-2
(continued)

School	Class of: 1986	1987	1988	1989	1990
Bushwick	34.9%	34.9%	21.4%	21.5%	23.0%
Canarsie	14.4	8.8	10.0	8.3	7.0
Clara Barton	4.4	7.2	6.5	4.3	5.9
East New York	19.9	33.6	18.7	23.7	19.5
Edward R. Murrow	3.6	2.0	2.9	2.8	3.8
Erasmus Hall	24.4	27.4	18.9	18.0	16.5
Franklin D. Roosevelt	16.9	14.2	13.2	10.1	14.0
George W. Wingate	24.8	20.0	21.6	17.5	15.5
Harry Van Arsdale	N/A	N/A	N/A	0.0	3.4
James Madison	15.3	12.9	9.2	10.2	5.4
John Dewey	6.0	6.5	5.7	5.8	5.0
Midwood	8.1	6.0	7.1	6.4	4.7
New Utrecht	19.1	17.5	20.5	15.6	13.5
NYC Vocational	0.0	11.8	N/A	18.3	10.8
Paul Robeson	35.5	100.0	0.0	7.8	3.9
Prospect Heights	15.8	20.0	28.8	27.5	24.9
Samuel J. Tilden	12.5	14.2	11.5	13.2	15.9
Sheepshead Bay	15.1	17.5	15.2	14.1	11.7
South Shore	9.6	8.6	8.3	8.4	8.4
Thomas Jefferson	35.2	39.7	37.9	36.9	33.9
William H. Maxwell	16.9	20.0	24.4	14.7	15.1
Brooklyn	16.0%	16.2%	14.7%	13.5%	12.9%

TABLE E-2
(continued)

School	Class of: 1986	1987	1988	1989	1990
Abraham Lincoln	14.1%	18.0%	11.4%	14.0%	16.2%
Automotive	19.6	26.5	31.1	27.6	21.2
Boys and Girls	27.3	38.3	35.2	34.5	31.2
Brooklyn Technical	1.7	1.5	1.8	2.9	1.9
Curtis	11.5	13.2	11.0	10.4	13.3
Eastern District	32.2	34.1	30.3	28.1	28.9
Eli Whitney	25.6	30.4	26.8	44.4	N/A
Fort Hamilton	20.4	19.4	23.6	27.6	25.5
George Westinghouse	8.1	10.5	6.4	4.3	12.0
H. S. of Telecom. Arts	17.2	60.0	20.0	7.7	7.0
John Jay	26.8	24.4	20.3	20.7	14.7
Lafayette	16.9	17.3	22.0	21.0	20.1
New Dorp	15.6	13.2	15.3	13.9	16.4
Port Richmond	12.1	11.2	10.1	11.9	9.5
Ralph McKee	4.3	25.2	8.6	7.2	11.7
Sarah J. Hale	37.5	37.8	26.8	22.7	21.8
Staten Island Technical	0.0	0.0	0.0	0.0	0.0
Susan E. Wagner	10.7	9.5	14.2	9.9	9.6
Tottenville	8.8	9.9	6.7	11.0	11.9
William E. Grady	14.3	9.7	7.2	8.4	11.4
BASIS	17.0%	19.5%	17.5%	17.2%	16.7%

TABLE E-2
(continued)

School	Class of: 1986	1987	1988	1989	1990
Andrew Jackson	24.7%	23.2%	19.3%	19.4%	14.9%
August Martin	5.8	7.2	6.5	8.0	7.8
Aviation	6.5	8.9	9.4	7.4	6.9
Bayside	8.0	6.5	6.7	5.6	5.7
Beach Channel	14.0	21.2	18.2	18.0	17.7
Benjamin Cardozo	6.3	5.5	6.4	5.3	3.1
Far Rockaway	22.9	23.2	20.3	23.5	22.7
Flushing	12.9	10.7	8.9	11.5	14.6
Forest Hills	11.5	9.5	10.4	8.6	9.9
Francis Lewis	14.2	12.5	13.7	14.2	10.3
Franklin K. Lane	26.4	30.2	25.6	24.5	25.0
Grover Cleveland	20.8	24.8	13.6	13.9	9.8
Hillcrest	10.6	13.9	10.9	11.8	8.5
Jamaica	7.4	5.3	6.8	7.4	7.3
John Adams	26.7	21.5	17.6	15.2	13.9
John Bowne	13.2	9.3	9.0	8.8	9.2
Long Island City	17.6	21.0	17.1	19.7	11.8
Martin Van Buren	8.8	6.7	5.5	7.2	5.5
Newtown	17.2	9.9	12.8	12.6	12.9
Queens Vocational	21.1	19.5	22.2	16.6	16.6
Richmond Hill	27.3	22.6	20.0	15.2	18.0
Springfield Gardens	15.7	16.7	12.1	11.0	11.0
Thomas A. Edison	13.7	20.3	11.6	13.0	7.5
Townsend Harris	0.0	0.0	0.0	0.0	0.0
William C. Bryant	24.3	19.5	16.3	13.2	12.9
Queens	16.1%	15.6%	13.3%	13.0%	11.8%

TABLE E-2
(continued)

School	Class of: 1986	1987	1988	1989	1990
Bronx Regional	24.3%	34.1%	22.4%	20.6%	16.0%
Brooklyn College Academy	0.0	6.7	22.4	20.8	9.6
Career Employment Center	N/A	N/A	N/A	35.4	44.3
Central Park East	N/A	N/A	N/A	N/A	0.0
City-as-School	14.2	11.9	11.9	10.2	11.1
Concord	25.0	33.7	28.4	22.0	30.5
Hostos-Lincoln Academy	N/A	N/A	N/A	N/A	2.9
H.S. Redirection	55.0	54.8	54.3	50.4	48.7
International School	0.0	0.0	5.7	5.2	6.8
Island Academy	52.9	N/A	N/A	34.9	36.5
Liberty	33.3	0.0	N/A	N/A	19.7
Lower East Side Prep	33.9	38.2	32.5	32.1	23.4
Middle College	18.1	14.3	15.5	25.4	24.2
Pacific	17.4	16.5	16.4	20.1	16.9
Park East	35.5	38.2	37.8	43.2	37.1
Phoenix Academy	32.7	26.1	N/A	42.9	20.2
Satellite Academy	16.8	25.0	31.0	36.0	30.2
Street Academy	16.7	44.9	35.7	38.0	26.3
University Heights	0.0	0.0	16.4	12.0	13.6
West Side	33.7	30.3	35.5	29.4	27.0

Note: Due to school reassignments and the creation of new schools, totals for the Alternative High Schools are not comparable from one cohort to another. Therefore, totals for the Alternative High Schools are not given.

APPENDIX F

DEFINITIONS AND METHODS USED TO CALCULATE THE ANNUAL DROPOUT RATE

DEFINITION OF DROPOUT

The New York City public school system follows recent State Education Department guidelines in determining which students are first-time dropouts. Accordingly, dropouts are those students who left school during the 1989-90 school year who did not re-enroll in another educational setting by November 1, 1990 and who had not been counted as dropouts in previous years. Students who left school and enrolled in programs which prepared them for the Test of General Educational Development (G.E.D.), leading to the high school equivalency diploma, are **not** considered dropouts unless they drop out from the G.E.D. program.

In New York City, students can be legally discharged from the school system once they reach age 17 and have parental consent to leave school. Students with employment certificates may leave at age 16. Students who are absent for long periods of time and who cannot be located by the Bureau of Attendance can be discharged as "not found." This report considers "not found" students age 14 or over to be dropouts.

HIGH SCHOOL AND SYSTEM-WIDE DROPOUT RATES

High School Dropout Rate

The following students are included in the high school dropout rate:

- dropouts from academic/comprehensive, vocational/technical, and alternative high schools; and
- dropouts from dropout-retrieval programs who left an academic/comprehensive, vocational/technical, or alternative high school during the same school year.

System-wide Dropout Rate

In addition to the students included in the high school dropout rate, the system-wide dropout rate includes:

- dropouts from intermediate and junior high schools;
- high school "no shows" who failed to appear at the high school to which they were assigned and were determined to be dropouts by the Bureau of Attendance;
- dropouts from special education schools; and
- dropouts from retrieval programs who did not leave a day high school during the same school year.

THE STRUCTURE OF THE SCHOOL SYSTEM

Day High Schools

Most students age 14 and over in New York City attend academic/comprehensive or vocational/technical day high schools; in 1989-90 approximately 85 percent of the approximately 280,000 students between the ages of 14 and 21 attended one of these 104 schools. There are also 24 alternative high schools which serve about 8,500 students who have experienced difficulties in other school settings. Academic/comprehensive, vocational/ technical, and alternative schools all offer high school diplomas.

Evening High Schools

Over 10,000 students attended one or more evening high-school class each semester. Students discharged from day high schools with three or fewer credits outstanding are still eligible to receive a day high-school diploma as "former students" when they complete their diploma requirements. Students who are four or more credits short of graduation when they are discharged from day high school are awarded an evening high school diploma when they complete their requirements.

Retrieval Programs

According to the 1989-90 annual audited register, approximately 13,000 students attended Division of High Schools day programs for students who have left regular day

schooling. These retrieval programs include Auxiliary Services for High Schools (A.S.H.S.), G.E.D. programs in regular day high-schools, outreach centers, and literacy centers for students with very low reading levels. For purposes of this report, the School for Pregnant Teenagers and the Substance Abuse Programs are also considered retrieval settings in that they serve students who have left other educational programs leading to a high school diploma. The retrieval programs, the day high schools, and the evening high schools are all administered by the Division of High Schools.

Community School District And Project Reentry Students

A number of students age 14 and over remain outside the jurisdiction of the Division of High Schools. In 1989-90 these included: approximately 15,000 ninth-graders in junior high schools; over-age students who had not yet moved on to high school; and students who failed to appear at the high school to which they were assigned. This last group, the "no shows," are also known as Project Reentry students; if they do not eventually report to high school, they can be discharged as dropouts. Project Reentry students also include students who have been identified as at-risk of dropping out because of low attendance during the last year before high school.

Special Education Schools

Most special education students age 14 and over attend regular day high schools. The Division of Special Education also operates full-time programs for students whose handicaps preclude their participation in regular day high schools. These include occupational training centers for mentally handicapped students, day and residential treatment programs for emotionally handicapped students, and programs for students with physical or sensory impairments.

Discharge Codes

The basic data from which the dropout statistics are derived are the regular reports of student admissions and discharges submitted to O.E.D.S. by the pupil accounting secretaries in each school. This information is used to update each student's computerized, cumulative record; information which has been replaced is stored as "history."

Students may be discharged from New York City schools in one of over twenty categories; six of these are considered dropout discharges. These six categories are: leaving school after obtaining an employment certificate; entering military service; attending a business or trade school; joining the Job Corps or other vocational training; not found after a search by the Bureau of Attendance; and all others over 17 who leave school with parental consent. Other students counted as dropouts are those who are discharged to a retrieval program or evening high school but who do not have a confirmed admission.

Non-dropout discharge codes include any confirmed transfer to another educational setting, including home instruction; moving from New York City; completion of high school through graduation, early admission to college, earning a high school equivalency diploma, or completion of the goals established in special education individual educational plan (I.E.P.); and reaching age 21.

Dropout Counts

In order to determine the basic dropout count for the 1989-90 school year, all records for students between 14 and 21 years of age were examined. From these records, O.E.D.S. identified all students discharged as dropouts between September 1, 1989 and

July 1, 1990, and in fall, 1990, sent the schools a name-by-name listing (the Discharge Verification Report) for verification of each student's status as a 1989-90 dropout. O.E.D.S. also inspected the records of all students discharged to retrieval programs to confirm that all admissions to new settings had been recorded; students whose admission could not be confirmed were considered dropouts. Following the completion of these dropout verification procedures and updating of the students' records, preliminary dropout counts were computed.

Several procedures instituted in 1984-85 have been continued each year through 1989-90. All these procedures have the effect of crediting the schools and school system for students who either continue or complete their education after having initially dropped out of school. All of the changes are also consistent with policy and procedures used by the State Education Department (S.E.D.) when reviewing school retention rates for school registration purposes.

First, the report does not count as dropouts any students who, by October 31, 1990, returned to active status in the school system or whose discharge code had been updated to a non-dropout discharge category. This procedure first identifies all students who dropped out of school in the 1989-90 school year and then searches for them in the October 31, 1990 version of the computerized student information system. Students found in active status or in non-dropout discharge status are removed from the count of dropouts. A student who subsequently drops out, however, will be included in the following year's dropout count. For example, 1988-89 dropouts who returned to school in September or October of 1989 and then dropped out, appear in the 1989-90 dropout count.

Second, students who left the New York City public schools and enrolled in adult or continuing education programs are **not** counted as dropouts. The procedure is the same as that described above, extending the accounting year to October 31; all 1989-90 dropouts are identified and then any found on the adult education registers are deleted from the count of dropouts. Students reported to have left their adult education program are **not** deleted from the dropout count.

Third, students who left the New York City public schools and subsequently earned a G.E.D. are not considered dropouts. Before 1984-85, the only students credited with earning a G.E.D. were those who reported this information to the schools themselves. However, beginning with 1984-85 the S.E.D. provided the school system a computer file of all New York City residents who received G.E.D.s. The S.E.D. computer file is used to update student status in the O.E.D.S. student information system file. In 1986-87, the G.E.D. computerized file was expanded to include New York City public school students who were discharged and then reported as earning a G.E.D. from a New Jersey high school equivalency program during the 1986-87 school year. Any dropouts who earned the G.E.D. are removed from the count of dropouts. This procedure has been continued in 1989-90.

Finally, the report has a more accurate accounting of students discharged to evening high schools. Only those evening high school students who did not graduate by fall, 1990, or whose admission could not be confirmed are counted as dropouts.

APPENDIX G

DROPOUTS FROM NEW YORK CITY HIGH SCHOOLS
1989-90

TABLE G-1

Comparison of Annual Dropout Percentages 1982-83 to 1989-90

School	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*87-88*	*88-89*	*89-90*
Art & Design	3.9	3.6	2.1	2.1	2.6	2.8	3.7	1.9
A. Philip Randolph	3.5	1.5	1.5	1.8	1.8	3.1	2.4	1.3
Chelsea	9.3	11.3	9.9	6.6	8.2	7.8	6.9	6.0
Fashion Industries	6.2	7.1	8.0	5.3	6.6	5.1	6.0	4.4
F. H. LaGuardia	2.3	2.2	1.9	3.2	2.1	1.9	2.3	2.1
George Washington	17.3	15.3	15.3	13.3	10.1	10.6	12.3	9.4
Graphic Comm. Arts	10.0	9.9	7.2	7.3	9.5	8.0	6.2	5.8
Humanities	N/A	2.6	2.1	3.0	3.6	4.2	5.4	6.4
H. S. of Teaching*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0
Julia Richman	11.5	16.2	14.6	12.8	12.8	12.0	8.6	10.8
Louis D. Brandeis	17.1	20.5	13.5	11.4	10.1	10.3	11.3	9.8
Mabel D. Bacon	4.4	7.1	5.2	4.1	5.6	5.3	6.3	4.9
Manhattan Night H.S.*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	32.2
Martin Luther King,Jr.	15.9	15.3	16.2	12.6	12.6	9.9	8.4	6.2
Math and Science	N/A	0.3	0.1	1.2	1.8	2.4	3.5	1.7
Murry Bergtraum	3.2	2.2	2.0	2.1	4.4	3.4	2.3	2.3
Norman Thomas	4.1	5.8	5.0	4.8	4.3	5.7	8.1	4.9
Park West	11.3	14.8	13.7	9.6	8.2	9.1	9.4	12.4
Seward Park	13.5	13.4	12.8	10.5	7.4	9.8	11.6	10.7
Stuyvesant	0.5	0.3	0.4	0.3	0.2	0.1	0.1	0.1
Washington Irving	13.2	13.5	11.7	10.7	10.1	7.6	7.0	10.1
Manhattan	9.8	10.6	8.7	7.3	6.9	6.8	6.9	6.4

* New high schools during the 1989-90 school year.

TABLE G-1

Comparison of Annual Dropout Percentages
1982-83 to 1989-90
(continued)

School	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*87-88*	*88-89*	*89-90*
Adlai E. Stevenson	15.8	11.7	9.8	9.1	10.6	12.6	8.3	7.8
Alfred E. Smith	3.5	11.1	13.1	5.8	5.1	6.9	5.6	4.9
Bronx H.S. of Science	0.6	0.4	0.3	0.3	0.3	0.4	0.2	0.5
Christopher Columbus	13.1	11.7	10.6	12.2	8.3	8.9	8.1	7.6
DeWitt Clinton	16.4	12.6	8.4	4.4	13.9	6.3	8.4	11.4
Evander Childs	9.5	20.6	13.4	11.6	12.0	11.4	8.2	7.3
Grace Dodge	4.4	6.2	8.4	5.0	5.4	4.9	4.9	4.5
Harry S. Truman	6.5	5.3	6.2	5.7	6.3	6.3	4.5	3.6
Herbert H. Lehman	11.3	10.3	10.2	9.2	7.6	8.9	8.0	6.5
James Monroe	22.3	19.5	15.1	14.8	12.5	12.3	9.8	6.3
Jane Addams	7.2	10.2	7.3	7.8	4.8	7.2	6.4	5.9
John F. Kennedy	13.6	14.2	9.4	8.8	8.0	7.8	7.3	7.2
Morris	16.7	14.8	18.9	13.8	9.4	11.9	10.3	5.6
Samuel Gompers	10.4	7.5*	6.2	4.7	7.6	7.6	5.9	5.7
South Bronx	16.4	13.3	16.2	8.6	16.2	8.3	11.8	8.7
Theodore Roosevelt	24.9	11.5	26.1	11.3	11.8	12.8	7.6	5.1
Walton	13.4	11.1	10.2	11.3	9.5	8.3	10.4	8.0
William H. Taft	13.8	19.3	19.7	17.8	16.8	8.2	8.2	9.5
Bronx	12.7	11.9	11.7	9.2	9.6	8.7	7.5	6.7

*The 1983-84 dropout percentage was corrected in compliance with recommendations from the 1987 New York State Comptroller's audit of the *1983-84 Dropout Report*.

TABLE G-1

Comparison of Annual Dropout Percentages 1982-83 to 1989-90 (continued)

School	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*87-88*	*88-89*	*89-90*
Bushwick	21.0	17.6	13.6	10.5	7.8	6.8	7.8	8.9
Canarsie	10.1	9.5	8.6	5.8	4.8	4.9	3.4	3.4
Clara Barton	4.1	3.1	2.8	2.6	2.8	2.1	3.7	3.6
East New York	14.5	10.0	6.5	6.4	8.6	7.9	3.3	3.6
Edward R. Murrow	3.0	3.4	1.6	1.4	1.1	1.2	1.5	1.4
Erasmus Hall	11.5	14.7	9.0	12.4	6.6	5.1	9.9	4.9
Franklin D. Roosevelt	13.3	14.1	10.1	4.5	3.8	5.7	5.0	4.7
George W. Wingate	14.4	14.3	10.2	8.6	5.3	7.4	5.4	4.6
James Madison	12.1	9.3	6.8	5.4	4.9	4.9	3.9	4.9
John Dewey	3.4	3.6	2.7	2.8	2.6	2.6	2.7	2.1
Midwood	6.3	5.9	2.9	3.2	3.1	2.1	2.1	1.7
New Utrecht	10.5	8.4	9.9	6.8	8.7	6.3	4.4	6.8
Paul Robeson H. S.	N/A	N/A	N/A	0.7	0.6	1.8	1.7	2.1
Prospect Heights	11.6	18.4	6.3	7.9	8.1	12.5	7.1	9.0
Samuel J. Tilden	6.1	9.1	6.9	5.7	5.5	7.2	6.3	5.8
Sheepshead Bay	7.7	14.0	7.1	5.7	5.3	5.8	5.6	4.5
South Shore	5.6	9.8	5.1	4.8	3.8	4.1	3.5	4.9
Thomas Jefferson	19.9	19.7	10.7	12.8	11.6	11.8	12.8	9.1
William H. Maxwell	9.6	9.8	9.5	6.3	6.4	6.7	4.1	4.9
Brooklyn	9.9	10.7	7.1	6.0	5.3	5.5	5.0	4.7

TABLE G-1

Comparison of Annual Dropout Percentages 1982-83 to 1989-90 (continued)

School	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*87-88*	*88-89*	*89-90*
Abraham Lincoln	10.6	9.5	7.9	6.7	7.2	5.2	8.0	7.0
Automotive	4.7	8.1	8.7	6.2	8.9	12.4	7.2	8.0
Boys and Girls	20.0	17.5	12.9	10.0	12.9	8.6	11.4	7.6
Brooklyn Technical	3.0	2.6	2.3	1.3	0.5	1.4	1.2	0.9
Curtis	7.3	9.1	9.0	4.6	5.8	4.8	5.2	4.2
Eastern District	19.1	20.5	18.0	10.9	10.7	12.4	10.0	10.7
Eli Whitney	9.7	14.4	14.6	9.8	10.6	19.3	N/A	N/A
Fort Hamilton	14.9	14.9	11.6	9.7	3.6	16.8	9.5	11.2
George Westinghouse	1.9	6.5	2.3	3.1	3.9	1.6	3.1	7.9
Harry Van Arsdale	N/A	N/A	N/A	N/A	N/A	0.0	1.1	1.8
H. S. of Teleco. Arts	N/A	N/A	N/A	0.4	0.8	0.0	2.0	3.3
John Jay	24.0	18.2	13.4	9.6	9.4	2.4	9.4	8.7
Lafayette	8.6	17.9	14.6	5.2	8.4	11.1	8.5	7.9
New Dorp	4.3	7.7	6.1	5.0	5.1	5.8	6.2	7.2
Port Richmond	4.5	6.4	3.9	4.7	4.0	4.9	4.1	3.3
Ralph McKee	5.3	4.1	3.6	3.3	2.9	4.7	3.4	3.4
Sarah J. Hale	20.0	14.3	12.2	6.0	13.1	10.2	7.5	11.5
Staten Island Technical	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0.0
Susan E. Wagner	5.1	5.9	4.3	4.4	3.5	5.4	4.6	3.3
Tottenville	4.7	6.3	4.6	3.7	3.8	3.7	3.9	3.0
William E. Grady	7.9	10.3	6.3	5.5	3.3	3.8	4.5	5.6
BASIS	10.0	11.0	8.8	6.1	6.5	7.2	6.3	6.3

TABLE G-1

Comparison of Annual Dropout Percentages 1982-83 to 1989-90 (continued)

School	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*87-88*	*88-89*	*89-90*
Andrew Jackson	16.9	8.2	10.0	11.0	8.2	6.5	5.8	6.6
August Martin	3.3	2.8	2.7	2.5	3.9	2.9	3.5	3.8
Aviation	3.3	4.5	3.4	2.2	4.0	4.3	3.1	2.5
Bayside	4.5	5.8	7.0	5.7	1.5	3.9	1.8	3.3
Beach Channel	9.0	7.3	6.9	8.1	8.2	6.7	5.0	6.8
Benjamin Cardozo	5.4	4.5	4.6	4.2	2.3	2.9	2.3	1.5
Far Rockaway	8.4	9.5	11.0	8.8	7.2	9.9	8.8	8.8
Flushing	10.9	10.5	8.3	5.7	3.0	5.0	5.8	7.0
Forest Hills	6.0	6.1	5.0	4.1	5.0	4.4	4.1	4.6
Francis Lewis	9.4	8.7	8.0	6.1	5.9	5.5	5.0	4.3
Franklin K. Lane	17.2	14.3	12.7	11.8	10.7	7.4	10.2	9.1
Grover Cleveland	11.1	11.4	10.4	9.7	4.5	3.5	3.9	2.6
Hillcrest	7.7	7.1	5.9	4.8	4.6	3.7	5.4	3.2
Jamaica	3.9	5.5	4.7	3.2	2.2	3.5	3.9	3.9
John Adams	10.3	12.4	9.3	9.0	6.7	6.3	4.9	5.2
John Bowne	8.8	7.8	6.1	3.5	3.8	3.6	4.0	5.0
Long Island City	12.6	9.4	10.7	7.9	5.5	8.9	7.4	5.9
Martin Van Buren	4.0	3.0	3.4	2.6	2.4	3.3	3.3	2.6
Newtown	10.8	10.7	9.1	3.8	4.0	6.0	5.2	4.8
Queens Vocational	13.0	10.6	9.5	4.9	8.6	8.7	1.7	7.5
Richmond Hill	11.5	14.5	10.8	9.4	6.4	8.7	5.3	4.1
Springfield Gardens	9.4	12.5	9.6	7.2	6.6	4.7	4.2	5.2
Thomas Edison	6.8	9.2	6.3	7.5	7.5	4.7	5.0	2.7
Townsend Harris	N/A	N/A	0.0	0.0	0.0	0.0	0.1	0.0
William C. Bryant	14.7	11.1	10.8	11.1	5.6	5.8	4.9	4.9
Queens	9.6	8.9	7.9	6.6	5.2	5.3	4.9	4.8

TABLE G-1

Comparison of Annual Dropout Percentages
1982-83 to 1989-90
(continued)

School	*82-83*	*83-84*	*84-85*	*85-86*	*86-87*	*87-88*	*88-89*	*89-90*
Bronx Regional	14.7	20.2	20.1	16.4	5.6	13.9	13.8	9.7
Brooklyn College Academy	N/A	N/A	N/A	N/A	5.0	2.1	8.2	4.1
City-As-School	23.4	19.3	15.7	9.2	8.7	8.6	12.5	14.4
Concord	6.7	9.7	6.0	11.7	12.6	9.3	18.5	14.6
H.S. Redirection	30.5	22.8	23.1	18.9	16.6	20.7	32.7	24.6
International H.S.	N/A	N/A	N/A	N/A	0.9	1.3	2.4	2.2
Liberty H.S.	N/A	N/A	N/A	N/A	3.3	3.2	5.2	5.9
Lower East Side Prep	20.1	19.4	12.7	13.3	5.6	9.4	15.9	9.3
Middle College	12.0	10.9	5.8	6.7	5.2	8.8	11.2	8.4
N.Y.C. Voc. Center	N/A	N/A	N/A	N/A	6.3	7.2	21.9	15.7
Pacific	18.6	19.4	5.8	12.1	10.0	10.0	20.4	15.3
Park East	21.4	18.9	11.8	17.9	11.8	16.6	17.6	18.5
Phoenix School	N/A	N/A	N/A	N/A	12.0	15.9	28.3	22.4
Satellite Academy	13.6	13.0	9.2	10.5	10.3	14.1	23.1	16.5
Street Academy	N/A	3.3	8.4	9.3	13.9	5.5	9.4	2.8
University Heights	N/A	N/A	N/A	N/A	1.2	11.0	6.7	5.3
West Side	23.4	12.9	12.8	17.6	11.2	16.1	10.4	16.9
Alternative H. S.	18.9	18.0	12.5	13.0	9.0	11.2	15.6	12.6
All Day High Schools	11.4	11.4	9.4	7.9	7.3	7.5	8.1	6.6

TABLE G-2

1989-90 Annual Dropout Percentages for Retrieval Programs

School	Number of Dropouts	1989-90 Dropout Rate Based on: Opening Register	Aggregate Register
Dropout Programs and Services:			
Upper Manhattan Outreach	67	34.7	13.0
Lower Manhattan Outreach	33	62.3	17.2
Bronx Outreach Learning Center	73	49.0	16.0
Literacy Center-Bronx	42	39.3	16.2
Bedford-Stuyvesant Outreach	67	24.2	10.7
Bushwick Outreach	33	12.8	5.5
Literacy Academy-Brooklyn	27	23.3	10.2
Queens Outreach	70	29.9	12.2
Central Park East	0	0.0	0.0
Career Employment Center	151	39.1	13.7
Hostos-Lincoln Academy	4	1.4	1.3
Island Academy	123	63.7	11.6
Project You	1	1.2	0.3
Auxiliary Services-Manhattan	848	63.9	17.4
Auxiliary Services-Bronx	504	82.1	20.7
Auxiliary Services-Brooklyn	909	58.6	13.5
Auxiliary Services-Queens	909	57.4	12.0
Auxiliary Services-Richmond	196	32.7	8.5
Off-site Educational Services:			
Man. Off-site Ed. Serv.	61	20.7	5.2
Out-of-City Off-site (Man.)	16	8.2	3.7
Bronx Off-site Ed. Serv.	38	19.0	6.4
Brooklyn Off-site Ed. Serv.	61	17.9	5.1
Rosewood (Queens)	4	2.9	0.8
Queens Off-site Ed. Serv.	38	18.4	4.8
Rikers Island Ed. Facility	0	0.0	0.0
Richmond Off-site Ed. Serv.	15	16.7	4.8

TABLE G-2
(continued)

School	Number of Dropouts	1989-90 Dropout Rate Based on: Opening Register	Aggregate Register
Programs for Pregnant Girls:			
Center for Continued Education	19	14.5	6.2
Martha Neilson School	39	34.2	10.6
Teen Aid H.S.	19	24.7	7.6
Community School for Comprehensive Educ.	23	22.3	8.6
Ida B. Wells School	28	24.1	8.8
G.E.D. Programs:			
Upper Manhattan Outreach	48	150.0	22.5
Lower Manhattan Outreach	36	44.4	13.0
Bronx Outreach Learning Center	72	150.0	23.8
Bedford-Stuyvesant Outreach	21	70.0	20.4
Bushwick Outreach	3	14.3	8.3
Queens Outreach	34	52.3	16.3
In-School G.E.D. Programs:			
G.E.D. at Taft H.S.	45	0.0	58.4
G.E.D. at Columbus H.S.	15	300.0	14.3
G.E.D. at T. Roosevelt H.S.	8	10.7	6.0
G.E.D. at A. Stevenson H.S.	19	0.0	23.8
G.E.D. at A.E. Smith H.S.	40	111.1	33.9
G.E.D. at J. Madison H.S.	25	55.6	20.7
G.E.D. at Erasmus Hall H.S.	85	447.4	55.6
G.E.D. at E.R. Murrow H.S.	13	40.6	13.4
G.E.D. at J. Dewey H.S.	2	5.3	2.1
G.E.D. at S. J. Hale H.S.	33	58.9	34.7
G.E.D. at Springfield Gardens H.S.	0	0.0	0.0
G.E.D. at DeWitt Clinton H.S.*	22	46.8	23.4
G.E.D. at James Monroe H.S.*	0	0.0	0.0
G.E.D. at S. Gompers H.S.**	0	0.0	0.0
Comprehensive Night Schools:			
Bx. Comp. Night School**	4	13.8	3.1
Bklyn. Comp. Night School	2	0.0	1.7
Queens Night H.S. at Flushing*	0	0.0	0.0

* Started in February, 1990.
** Started in October, 1989.

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